

WILLIAM J. JOHNSTON MIDDLE SCHOOL
COMMUNITY CENTER AND
SENIOR CENTER
COLCHESTER, CT
JUNE 30, 2012

APPENDIX A - EDUCATIONAL SPECIFICATIONS

WILLIAM J. JOHNSTON MIDDLE SCHOOL

EDUCATION SPECIFICATIONS

**Completed by the Faculty and Administration
of the
William J. Johnston Middle School**

**Submitted to Superintendent Loiselle
February 2012**

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ABOUT US

COLCHESTER SCHOOL DISTRICT MISSION STATEMENT

Colchester Public Schools are committed to establishing and maintaining strong parent-community-school partnerships to provide a safe, engaging, and effective learning environment to meet the unique needs of individual students. These partnerships are dedicated to promoting student well-being and the highest level of academic excellence measured by established performance standards and real-world applications. We commit to a comprehensive system of support to ensure the success of each and every student.

WILLIAM J. JOHNSTON MIDDLE SCHOOL MISSION STATEMENT

William J. Johnston Middle School is committed to embracing the spirit of the changing adolescent. In a community where respect for self and others is highly valued, each student is empowered to employ high standards in taking responsibility to make good personal and academic choices. The school recognizes the changing needs of Colchester's rapidly growing district and student culture. As the middle school student embarks upon a search for identity, WJJMS strives to nurture the whole child. Balance and stability are provided within a safe environment allowing the student to learn to effectively take the risks necessary to realize her/his ultimate potential.

WILLIAM J. JOHNSTON MIDDLE SCHOOL

On May 19, 1990, Central Middle School was renamed the William J. Johnston Middle School in honor of Colchester's World War II Congressional Medal of Honor recipient, William J. Johnston. Mr. Johnston, a native of Colchester, received the nation's highest award for his conspicuous gallantry and intrepidity at risk of life, above and beyond the call of duty, in action against the enemy.

President Franklin D. Roosevelt presented the Medal of Honor to Private First Class Johnston on May 29, 1944. Following his discharge from the Army, Mr. Johnston built a career with the Veterans' Administration as a service officer. He was also a former Selectman of the Town of Colchester and an active member of the American Legion and the Veterans of Foreign Wars.

Mr. Johnson's message for the students of Colchester was to "respect each other" and to respect the right to disagree without being disagreeable, to be decent, and to be willing to accept other people's opinions.

Mr. Johnston died on May 29, 1990, forty-six years after he received his most prestigious honor.

IN THE MIDDLE!

Young people go through more rapid and dramatic changes during the years between ten and fifteen than at any other time in their lives. Early adolescence is a time of tremendous variability among students. They grow at different rates - intellectually, physically, socially, emotionally, and morally. With young adolescents, the achievement of academic success is highly dependent upon their other developmental needs being met.

Education has responded on a national level to the needs of these young adolescents through the creation of an educational structure that responds to this unique developmental level.

(Continued)

Developmentally responsive middle schools provide:

- a curriculum that challenges, integrates, and explores a variety of options
- teaching and learning methods that are varied
- student assessment and evaluation processes that promote learning
- organizational structures that are flexible
- programs and policies that promote health, wellness, and safety
- guidance and support services that are comprehensive

At the middle level, both students and teachers are grouped into teaching "teams." Each team consists of sixty to one hundred twenty-five students with three to five core academic teachers. Within the team structure, the academic areas of mathematics, language arts, social studies, science, and reading skills are taught.

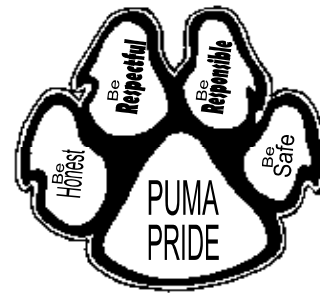
Applied Academics are part of each student's total education. These areas include physical education, health, music, art, world language, design and engineering, family and consumer science, and computers and technology education.

Our school counselors follow the progress of each student closely and conduct activities designed to help each student learn more about how he/she learns. The school psychologist, social worker, reading and math specialists, special education teachers and instructional assistants all contribute to student learning and serve the needs of emerging adolescents.

School Mascot: The Puma

School Colors: Royal Blue and White

Motto: "Puma Pride!"



Ethos: "*Embracing the Spirit of the Changing Adolescent!*"





Cochester Public Schools began a partnership with the University of Connecticut in 2005 on what is known as

Positive Behavior Interventions & Support, or simply, **PBS**. PBS is a systems approach which focuses on proactive teaching, reinforcing positive behavior and decreasing the less desirable behaviors. Introducing, modeling, practicing and reinforcing positive, social behavior is an important part of a student's educational experience. Teaching behavioral expectations and recognizing students for following them is a much more positive approach than waiting for misbehavior to happen before responding. The purpose of school-wide PBS is to establish a climate in which appropriate behavior is the norm.




William J. Johnston Middle School has been recognized as a Model School in the state of Connecticut for the past two years! We will be in year four of implementation this school year and plan to continue to focus on providing a positive learning environment for the students and adults. During the first days of school, students will be taught the school's four core values: **Be Respectful, Be Responsible, Be Honest, Be Safe**. Students will receive instruction on our matrix focusing on these four school-wide expectations as they occur within the school day. Our matrix specifies the four core values in the classroom, cafeteria, hallway/courtyard, bathroom, on the bus, as well as when in the community, like the Youth Center, Cragin Library, or on field trips. On the following pages, you will find a copy of our matrix which describes what our core values look like in these different school settings. Education and reinforcement on how to be respectful, be responsible, be honest and


be safe will continue throughout the year. This school-wide, common language helps establish consistency throughout the school on what is expected on a day-to-day basis to ensure a positive, safe learning environment.

PBS Matrix: What our core values look like in school

	<i>In the Classroom</i>	<i>In the Hallway/Courtyard</i>	<i>In the Cafeteria</i>
Be Respectful 	<ul style="list-style-type: none"> * Be considerate of others' belongings * Listen when teachers or other students are talking * Enter the room quietly * Treat fellow students, teachers, and other staff/adults in a positive and polite manner * Take care of school property * Recognize personal space/boundaries of others 	<ul style="list-style-type: none"> * Walk to your destination * Use a quiet voice * Take care of school property * Recognize personal space/boundaries of others 	<ul style="list-style-type: none"> * Be considerate of others' belongings * Use a quiet voice * Enter & exit in an orderly manner * Wait turn in serving line * Eat with good table manners * Treat fellow students, café staff and lunch supervisors in a positive and polite manner * Leave lunch area as you found it or better * Take care of school property * Recognize personal space/boundaries of others
Be Responsible 	<ul style="list-style-type: none"> * Use appropriate language * Respond to silent signal immediately * Be on time * Always do your best work * Take pride in your work * Follow all adult directions * Be prepared and ready to learn 	<ul style="list-style-type: none"> * Use appropriate language * Keep area around locker clean and neat * Pick up dropped paper/books * Have a hallway pass at all times 	<ul style="list-style-type: none"> * Use appropriate language * Respond to silent signal immediately * Sit in only designated locations 4 to a table for small and 6 to a table for large * Keep table and floor clean, place trash in barrels, and return trays to counter * Consume food and drink only in the cafeteria
Be Honest 	<ul style="list-style-type: none"> * Be truthful at all times * Report any unsafe or inappropriate behavior * Do your own work * Take responsibility for your actions 	<ul style="list-style-type: none"> * Be truthful at all times * Report any unsafe or inappropriate behavior * Report any acts of vandalism * Take responsibility for your actions 	<ul style="list-style-type: none"> * Be truthful at all times * Report any unsafe or inappropriate behavior * Take responsibility for your actions
Be Safe 	<ul style="list-style-type: none"> * Keep hands, feet, and objects to self * Follow all classroom rules and routines * Understand and follow all fire drill and lockdown procedures 	<ul style="list-style-type: none"> * Keep hands, feet, and objects to self * Walk on right side of hallway * In courtyard, walk on paved areas * Keep locker locked at all times * During fire drills, exit and 	<ul style="list-style-type: none"> * Keep hands, feet, and objects to self * Stay in seat while you eat lunch except for necessary lunch needs * Always walk in a safe manner

		enter the building silently	* Eat your food in a sanitary manner
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	<i>In the Bathroom</i>	<i>On the Bus</i>	<i>Youth Center, Field Trips, Cragin Library</i>
Be Respectful 	<ul style="list-style-type: none"> * Allow others their privacy * Use a quiet voice * Wait your turn * Take care of school property * Recognize personal space/boundaries of others 	<ul style="list-style-type: none"> * Be considerate of others' belongings * Keep voice at appropriate level * Wait patiently to get on and off the bus * Treat fellow students and bus driver in a positive and polite manner * Take care of school property * Recognize personal space/boundaries of others 	<ul style="list-style-type: none"> * Be considerate of others' belongings * Keep voice at appropriate level * Eat and drink in appropriate areas * Enter & exit in an orderly manner * Be gentle with equipment, games, materials, and buildings * Treat fellow students and adults in a positive and polite manner * Recognize personal space/boundaries of others
Be Responsible 	<ul style="list-style-type: none"> * Use appropriate language * Always have a pass * Sign out and return to class with pass * Go directly to lav and return to class immediately * Keep area clean 	<ul style="list-style-type: none"> * Use appropriate language * Be role models to younger children * Respond immediately to quiet signal and bus driver's directions * Keep area clean 	<ul style="list-style-type: none"> * Use appropriate language * Pick up after yourself * Learn, understand, and follow specific rules and routines for each place * Give others a helping hand if needed * You represent WJJMS when you are in the community
Be Honest 	<ul style="list-style-type: none"> * Be truthful at all times * Report any unsafe or inappropriate behavior * Only use the bathroom when necessary * Take responsibility for your actions 	<ul style="list-style-type: none"> * Be truthful at all times * Report any unsafe or inappropriate behavior * Report any acts of vandalism * Take responsibility for your actions 	<ul style="list-style-type: none"> * Be truthful at all times * Stay in order when asked to take turns * When working out a problem with an adult/peer, be truthful no matter what * Use only your things or those you have permission to use from the owner * Take responsibility for your actions
Be Safe	<ul style="list-style-type: none"> * Keep hands, feet, and objects to self * Flush appropriately * Be sanitary: wash and 	<ul style="list-style-type: none"> * Keep hands, feet, and objects to self * Stay seated until the bus stops moving 	<ul style="list-style-type: none"> * Keep hands, feet, and objects to self * Walk at all times * Stay near supervisor or

	dry hands	<ul style="list-style-type: none"> * Follow all bus safety procedures * Keep your belongings out of the aisle 	<ul style="list-style-type: none"> where the supervisor tells you to be at all times * Use equipment, furniture, and materials for specified purpose only
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ACADEMIC PROGRAMS AND APPLIED ACADEMIC PROGRAMS

APPLIED ACADEMIC PROGRAM

ART

Program Vision/Objective

Our program vision for a high-quality art program includes providing our students with alternative and unique ways to formulate questions and opinions, creatively solve problems, and express meaning and differing points of view. By using technology as an artistic medium, we inform and reform other areas of knowledge through hands-on experiences and utilizing critical evaluative skills. It is our goal to use technology for virtual museum tours and student exploration of world cultures and artistic expression. Through the use of an arts-infused philosophy of education, we strive to help improve self-esteem and improve social awareness.

Description of Current Program

The current program is comprised of drawing, painting, printmaking, color theory, sculpture, and hand built clay constructed work. While the art curriculum is currently being revised, we anticipate a continuation of these instructional units.

Description of Current Program Space

We currently have two art rooms that are adequate in size. Both rooms have an adjacent kiln room as well as a storage room. Both rooms have approximately forty-six feet of counter space and numerous built-in bookcases.

Future Facility Needs

A. Activities to be Housed

The art curriculum is implemented through large and small group instruction and individual projects.

B. Furniture and Equipment

- Display cases
- Display boards
- Six large student work tables with stools
- Teacher desk and chair
- Locking file cabinets
- Whiteboard
- Deep sink
- Planning/demonstration table with a mirror 72”w x30”d x37” h w/ locking storage cabinets
- One double compartment stainless steel sink for every 16 students
- Handicapped accessible tables, height adjustable
- Clock

C. Proposed Space Summary

- Both classrooms need to be spacious, well ventilated with high quality artificial and natural lighting
- Ventilation systems must safely accommodate the use of art materials, chemical techniques and resulting fumes
- Multiple outlets with ground-fault to support studio activities
- Floor area to accommodate eight 4”x6” student worktables and one teacher demonstration table.
- Locking glass display cases for exhibiting artwork to the corridor and accessible from the studio, with three adjustable glass shelves and glass on both corridor and studio sides.
- Seating at counters with leg space and cabinets.
- Large storage closets/cabinets with shelving
- Adequate open classroom shelving

- 1 Kiln room
(Continued)
- Teacher work area
- 1-2 walls with floor to ceiling lockable cabinets with adjustable shelves including counter separating lower cabinets and upper cabinets.

D. Technology & Communications

To be determined but should include

- Teacher and student computers
- Interactive white board with projector
- Wireless access
- See Communication Page

ACADEMIC AREA CHORUS

Program Vision / Objective

Our program vision for a high-quality chorus program includes developing a program where singing and dancing become an integral part of self-expression and where each student has a strong sense of belonging.

Description of Current Program

Our current program consists of chorus at each grade level. Each chorus has approximately 75 members and presents a winter, spring, and adjudicated concert.

Description of Current Program Space

Currently, the chorus is using a large room with chairs and one grand piano. There is a small office area as well as a small storage room. There are no permanent risers in the room

Future Facility Needs

A. Activities to be Housed

The choral music program implemented through both large and small group instruction and rehearsals. Students will learn all aspects of choral singing.

B. Furniture and Equipment

- Permanent tiered floor space to accommodate a 100 member chorus or permanent built-in choral risers
- Chairs to accommodate 100 students
- Grand piano
- Stereo listening equipment
- Storage for choral library

C. Proposed Space Summary

The program will need a 1,700 square foot room with risers and with an office with storage.

D. Technology & Communication

To be determined but should include

- Teacher and student computers
- Interactive white board with projector
- Wireless access
- See communication page

APPLIED ACADEMIC PROGRAM GENERAL MUSIC

Program Vision/Objective

Our program vision for a high-quality general music program includes a music technology lab, a recording studio, and a room for classroom guitar.

Description of Current Program

In grade six, students sing, study American composers and practice basic composition. In seventh grade, students learn to play the guitar and study music from world cultures. Grade eight students learn to play the keyboard and basic music theory.

Description of Current Program Space

One room is designated specifically for general music. We have 15 keyboards (stored on counters) and 25 guitars (stored on racks) which are housed in the classroom and used for instruction.

Future Facility Needs

A. Activities to be housed

Guitar, keyboard and general music lessons

B. Furniture and equipment

A classroom designed for guitar, keyboard and general music classes.

- 25 square feet per student
We need space for approximately 25 students or 625 square feet
- 25 keyboards and 25 guitars with storage racks
- Multiple electrical outlets
- Multiple music stands.

C. Proposed Space Summary

The music technology lab and the general music classroom should be either next to each other or connected so that they can be used by all of the music teachers and students.

D. Technology & Communication

To be determined but should include

- Teacher and student computers
- Interactive white board with projector
- Wireless access
- See communication page

Music technology lab recording studio

- 45 square feet per student, we need space for approximately 25 students or 1,125 square feet.
- 25 computer/keyboard stations facing the walls and surrounding the classroom with open space in the center

- 25 computer drops/connections for the computer and an additional 3 connections for the teacher. (A connection for the teacher's computer, printer, and interactive white board.)
- Multiple electrical outlets.
- 25 chairs

APPLIED ACADEMIC PROGRAM INSTRUMENTAL MUSIC

Program Vision/Objective

Our vision for a high-quality instrumental music program is to maintain our current high expectations for the performance of all individuals, small ensembles and bands. This will be achieved by continuing our current lesson program where students receive differentiated instruction and are grouped by grade, section and ability, and through maintaining and/or increasing our various ensembles that meet during and after school. Students will receive performance feedback from their own teachers as well as from experts as they travel to various festivals and clinics. Additionally, we envision increasing the use of technology in our program so that students will be able to create musical scores and receive performance assessment and evaluations.

Description of Current Program

Our current program consists of band at each grade level as well as Swing Band, Stage Band, and Jazz Band. Instrumental lessons are given weekly for 150 band students.

Description of Current Program Space

Our instrumental music program room is too small to accommodate the 80+ students who comprise each band. This band room has an adjoining room used as an office, small group instruction, and the storage of instruments. The room is acoustically inadequate and does not contain enough electrical outlets. An auditorium should be considered for musical performances, school assemblies and dramatic productions, as well as for use by the community. Currently, the community orchestra and Jazz band uses our facility for rehearsals. Additionally, there is no space in the middle school large enough to accommodate the gathering of all students and teachers for an instrumental program.

Future Facility Needs

A. Activities to be Housed

Instrumental music lessons, ensembles and band rehearsals.

B. Furniture and Equipment

- Traditional percussion instruments
- Music chairs and stands (approximately 90)
- Baby grand piano
- Locking instrument storage lockers/shelves
- Stereo system, which is currently used frequently in lessons and rehearsals

C. Proposed space summary

This room must be large enough to accommodate a band of 90 members and the storage of their instruments

- 6 individual sound proof practice rooms.
- Separate room for storage of equipment.

D. Technology& Communication

To be determined but should include

- Teacher and student computers
- Interactive white board with projector
- Wireless access
- See communication page

APPLIED ACADEMIC PROGRAM DESIGN AND ENGINEERING

Program Vision and Objectives

Our vision for a high quality Design and Engineering program allows students to participate in authentic hands-on learning experiences. Students will learn about the nature, power, influence, and effects of technology on their world. Additionally, they will design and develop products, systems and environments to solve problems.

Description of Current Program

Our current program exposes students to concepts and activities focusing on transportation, construction, communications and manufacturing. Students use technology to learn how to design products/systems pertaining to these core areas.

Description of Current Program Space

The current space consists of two classrooms separated by a windowed wall and door. This permits student movement between the two rooms without leaving the Design and Engineering area. One room has approximately twenty-five computer stations and student work tables and chairs. The second room contains workbenches and machine tools. Neither room has a dust collection system. There is an office area, sink, and storage area contained within this space.

Future Facility Needs

A. Activities to be Housed

This activity-based program has two distinct areas. In one area, students will use current technology to design a variety of products. In the other classroom area, students will use power equipment and hand tools to manipulate materials and construct their products. Classroom instruction will take place in both rooms, utilizing work tables and chairs.

B. Furniture and Equipment

- Each clean lab needs to be equipped with a computer projector and interactive white board.
- List of equipment needed for Design lab
 - Computers (30 with wireless connection)
 - Student desks
- List of equipment for Construction Lab
 - Computers (10 with wireless connection)
 - Drill press
 - Air Compressors
 - Hand Tools

C. Proposed Space Summary

Two classrooms divided by a glass partition. Each classroom should include the following:

- The storage area should be near the classroom and the lab
- The material storage area needs to be near an outside delivery area.
- A cleanup area including sinks and restrooms should be near the lab
- These classes should be near other noisy classes/areas
- These classes should not be near any quiet classes/areas

Utilities

- Plumbing should be positioned or dampened to minimize noise.
(Continued)
- A drinking fountain should be installed in the lab away from machinery
- An eye wash and emergency shower should be located in the lab.

HVAC

- The HVAC system needs to be of sufficient size to keep the instructional space at a comfortable temperature, taking into consideration heat from computers.
- The system needs to have a fresh air exchange system to provide high air quality.
- The general classroom supply and exhaust ducts need to be positioned to minimize any drafts in the room.
- The HVAC controls need to be designed to allow individuals the ability to modify the classroom temperature for the instructional requirements of classroom activities.
- The controls need to be positioned so that the room temperature is not “misread” (e.g., not too close to a door, window, or vent).

Electrical

- Electrical supply outlets need to be sufficient to meet the electrical equipment needs of the power equipment used.
- Electrical supply outlets need to be placed on each stationary wall and at the counters in each classroom.
- Each classroom should have occupancy sensors installed for lights.
- The perimeter of the design lab will need extra outlets, both duplex and four-plex.
- Drop down overhead power is needed in multiple locations of the construction lab, particularly at the center worktables.
- A master switch should be installed controlling all equipment.
- Power needs to be provided to the dust collection system.
- Electrical supply should be oversized to accommodate future growth.
- When planning lighting placement, consider computer screen glare.
- Electrical supplies should be oversized for future expansion.

Lighting

- Lighting needs to be even across the classroom.
- The lighting controls need to accommodate an instructor’s need to vary the light intensity for different instructional tasks.
- The construction lab will require 80-100 foot candles of light.
- Natural lighting should be provided wherever practical.
- The lighting needs to be higher than a normal classroom in both labs.

Surfaces

- Vinyl composition tile should be installed in all areas
- Zoned striping should be provided where appropriate

Walls

- A 4' x 16' white board with friction clips needs to be provided.
- Windows need to be of double pane glass and have operable integral blinds where practical to prevent dust buildup
- Place interior windows between the 2 labs
- All windows should have safety glass installed
- Tackable wall space should be provided in the classroom and clean lab.

Ceilings

- The ceiling should be a durable, suspended ceiling with acoustical tile.

Doors

- Each general classroom should have a standard sized exit door.
- Each general classroom door should have a small narrow window.
- Double doors should be installed between the labs.

(Continued)

D. Technology & Communication

To be determined but should include

- Teacher and student computers
- Interactive white board with projector
- Wireless access
- See communication page
- The design lab should have 30 data drops for student computers (around the perimeter of the lab). Two data drops should be provided for the instructor's computer. The instructor's data drops need to be placed in different spots in the room to allow the teacher's desk to be moved periodically.
- Data drops may be needed in the storage room and tool room.
- The construction lab will need ceiling data drops to the worktables.
- Some fixed equipment may need data drops
- Phone jacks should be placed near the door to the classroom and near the teacher area.
- The phone system should be programmed to enable outgoing calls directly from the classroom but incoming calls allowed only after going through the main office.
- Each classroom should be equipped with an integrated clock, intercom and bell system.
- Each classroom should be equipped with a TV, DVD player, computer projector, interactive white board connected to the teacher computer.
- The area should be wired with data cable to enable the connection of a local area network and a wide area network.

ACADEMIC AREA FAMILY AND CONSUMER SCIENCE

Program Vision/Objective

In an increasingly diverse and ever-changing world, students need to be prepared to adapt. The vision of the Colchester Public Schools' Family and Consumer Sciences Program (FCS) is to empower students to effectively manage emerging life issues by applying knowledge and skills while problem solving and collaborating with others through an interrelated curriculum. The ultimate goal of this program is to help individuals become productive and contributing members of society who are able to achieve self-sufficiency, participate in lifelong learning, and adapt to change.

The use of current methodology, technology, and equipment will prepare students for real-life experiences while pursuing and exploring their related passions, interests, and talents. Through the integration of academic and occupational content, as well as community partnerships, the Colchester FCS program provides a coherent, rigorous, and practical education, emphasizing the higher-order thinking skills necessary for pursuing further education and/or entering the workforce.

Our vision for a high quality Family and Consumer Sciences middle school program is to promote self-sufficiency by developing our students' skills in the areas of textiles, culinary arts, nutrition, consumerism, and careers. The utilization of current technologies will enable students to demonstrate skills and produce projects. Students will have multiple opportunities to reinforce their reading, writing, and mathematics skills through authentic tasks that include non-fiction reading, recipe preparation, textile project construction, and self-evaluation.

Description of Current Program

All students in grades six and seven participate in FCS. In grade eight, students may select FCS as an elective. Students master introductory standards in the areas of textiles and culinary arts into which nutrition, consumerism, and careers are interwoven as appropriate.

Description of Current Space

Our existing space consists of two classrooms. The foods lab is approximately 1600 square feet and houses four domestic kitchens, a teacher demonstration area, two teacher desks, two computer stations at a counter, and four student tables. Each kitchen has a sink, microwave oven, and a stove. Kitchens # 2 and #3 are too small. There are two refrigerator/freezers, one dishwasher, a demo table w/power from the ceiling, and a washing machine and dryer. Storage consists of a pantry, cabinets in the kitchen area, under-counter cabinets in the general classroom space, and four 8 foot tall cabinets.

The textiles lab has approximately 1344 square feet and houses twenty regular sewing machines, three embroidery machines, six cutting tables, a teacher desk, four student tables, and two computer stations w/desks. Space is very tight.

(Continued)

Future Facility Needs

A. Activities to be Housed

The curriculum will be implemented through full group instruction, small group activities, and independent projects. Current technologies will enhance teaching and learning, as will the integration of mathematics, reading, and writing.

B. Furniture and Equipment

- Five domestic kitchens, one that is ADA compliant (stove, microwave, vent, sink, cabinets, etc.)
- Demonstration table with power and water
- Dishwasher
- Washing machine and dryer
- 20 regular sewing machine stations
- 3 embroidery machine stations
- 6 cutting tables with cutting mats
- Changing room with 3-way mirror
- Locking storage cabinets
- One hundred student storage cubbies
- Large book case
- Nine tables and chairs for general classroom (2 adjustable for handicap) 4-sewing, 5-cooking
- Two computer stations with desks

C. Proposed Space Summary

- In order to fully implement the FSC curriculum, space should include a two-room suite of adjacent classrooms and an office with connecting doors.
- One classroom to be fully equipped with five kitchens, a teacher demonstration area, large pantry, and a student instruction area.
- One classroom to be fully equipped with 20 sewing stations, three embroidery stations, a cutting area, and an instructional area.
- Two-six computer stations with desk in each classroom.
- Direct access to the parking lot to facilitate the delivery of groceries is an important consideration.

- No carpet to be used in either room.
- Teacher desks; two per classroom

D. Technology & Communication

To be determined but should include

- Teacher and student computers
- Interactive white board with projector
- Wireless access
- See communication page

ACADEMIC AREA LANGUAGE ARTS

Program Vision / Objective

Our vision for a high quality language arts program is to develop self-motivated, lifelong learners who are prepared to meet the literacy demands of a diverse society. We strive to promote literacy through authentic and meaningful activities integrated throughout the curriculum and designed to meet the unique needs and interests of our students.

Description of Current Program

The language arts curriculum focuses on thinking, listening, reading, and communicating with others through speaking and writing using the English language conventions. In grades six, seven and eight Language Arts is taught for 90 minutes per day. Our reading center provides reading instruction to students who are in need of additional support.

Description of Current Program Space

Our current program space consists of eleven classrooms and a reading room along with office space. The small size of the sixth, seventh, and eighth grade classrooms inhibits flexible grouping, partner teaching and a full range of curricular activities. The reading center consists of two rooms with one central room and additional instructional spaces shared with other instructors. The classrooms have built-in cabinets and shelving for storage.

Future Facility Needs

A. Activities to be Housed

The curriculum is implemented through large and small group instruction as well as individual support. There are independent and collaborative projects, peer and teacher conferencing with the integration of technology.

B. Furniture and Equipment

- Student desks and stackable student chairs
- Foldable work tables with docking station
- Teacher work area
- Whiteboards
- Display boards
- Student friendly accessible open shelving for storage and displaying of books
- Storage closet or cabinets
- File cabinet
- Sink

C. Proposed Space Summary

- Classroom with movable walls to create small group work areas.
- Each classroom needs to be spacious enough to accommodate approximately 25-28 student desks and chairs, worktables, teacher desk and sufficient technology area.
- Stadium Pod Seating Area – for team lessons/assembly with attached computer lab for each team with power stations.
- The reading center needs large group space for approximately 12-15 students at tables. A separate technology area for computers is essential. Additionally, private space for testing and (continued)
individual instruction will need to be incorporated into the design. Book shelves from wall to wall, and floor to ceiling are necessary. Finally, office space for consulting, computer communications and secure files is critical.

D. Technology & Communication

To be determined but should include

- Teacher and student computers
- Interactive white board with projector
- See communication page
- Elmo/document camera, projector

ACADEMIC AREA LIBRARY/MEDIA CENTER

Program Objective/Vision

Our vision for a high quality Library/Media Center program is to provide a facility that offers equitable access to information, ideas, and resources for learning. Our goal is to maintain a climate in the media center that is conducive to learning. We strive to teach our students how to become independent, competent, and confident users of information and technology.

Description of Current Program Space

Approximate Dimensions of LMC 72' x 54' (this measurement does not include the two storage closets or the entryway. Storage room #1 – 15' x 12'. Storage room #2 14'x12'.

- The current space houses enough bookshelves for our collections:
 - 6 double sided bookshelves (books on either side) 60" x 225" The length is broken into 6 columns with 4 adjustable shelves. (Used for fiction)
 - 27 single sided bookshelves 60" x 37" with 4 adjustable shelves (used for nonfiction)
 - 5 single sided shelves 36"x 37" with 2 adjustable shelves (used for Jenn's corner)
 - single sided shelf 60" x 37" with 4 adjustable shelves (used for Jenn's corner)
 - 4 single sided shelves 36" x 27" with 2 adjustable shelves for references
 - 7 single sided shelves 60" x 37" with 4 adjustable shelves for references
 - Wall mounted shelving in work area to house book buddy books
 - 9 75" x 37" single sided shelves used to house videos, summer reading, reference material, software, etc. inside a storage area
- Display case for William J. Johnston Tribute

- 3 cushioned chairs
- 1 coffee table
- 2 love seat couches
- 8 tables for classes,
- 28 Zero Clients for student use, 1 computer for student use,
- 2 circulation desk computers, office computer,
- a reading corner,
- an area for small group instruction (this contains one of the tables mentioned above),
- a circulation desk,
- two storage closets,
- an office.
- Student and teacher artwork is displayed through the media center.

Future Facility Needs:

A. Activities to be Housed

- Access to information from a variety of resources (print and digital)
- Study center where students can go to complete projects, read and conduct research.
 - Tables with charging stations/docking stations for electronic devices
- Work station near circulation desk for repairing and processing books
- Closet to store technology/equipment for school and media center and for decoration, book carts, displays, etc.
(Continued)
- Digital Showcase with basic showcase as part of the area for student and teacher artwork and work
- Large group meeting area (Faculty, Board of Education, Community Groups)
- Book Fair space
- Office w/storage for smaller electronic items, files, notes, office supplies, etc.

B. Furniture and Equipment

- Wireless capability for the current 30 computers plus other personal digital devices / laptops
- Computer tables/stations for computer use at appropriate height for proper ergonomics. These need to be in closer proximity for class instruction
- Chairs for computer tables @32 – need to endure wear from students and adjust for proper ergonomics
- Work tables and 48 chairs. Either 8 tables with 6 chairs per table or 10 tables with 4 or 5 chairs per table
- Ceiling mounted/forward facing drop screen (currently available but needs to be relocated for adequate viewing ability)
- Circulation desk
- Book Shelves – to house over 16, 400 books
 - in addition to current shelves, add 1 60” x 225” double sided shelf (identical to ones above) that has 6 columns with 4 adjustable shelves
 - 2 more 60” x 37” bookshelves for nonfiction/Jenn’s corner materials
 - Book shelves should be no taller than 60”

C. Proposed Space Summary

- Office with equipment
- Reading corner with furniture
- Projector for displaying electronic media

- Bathroom for community staff/student use while in media center
- Interactive whiteboard for class instruction on wheels or located near computer stations where it can be viewed by a class of 30
- Windows to the outside world for natural light
- Printing station(so all printers/copiers are in one area)
- Exterior door for book fair deliveries, etc.

D. Technology & Communication

To be determined but should include

- Teacher and student computers
- Interactive white board with projector
- Wireless access.
- See communication page

ACADEMIC PROGRAMS MATHEMATICS

Program vision and objectives:

Our program vision for a high-quality Mathematics program includes:

- Developing mathematical problem solvers through the application of mathematical concepts.
- Developing highly interactive mathematical experiences.
- Developing teaching strategies that involve discovery based hands-on application of real-world investigations.
- Developing connections with the real world and other disciplines.
- Using technology as a tool to gather, organize, and analyze data and as a tool for instruction.

Description of current program

Our current program uses a traditional mathematics text combined with a standards based discovery, investigative program. Currently, we utilize technology to gather, organize and analyze data and we have one interactive whiteboard. We have some school wide activities such as ‘Pi’ Day and Math Night.

Description of Current program space

Currently, seven math teachers have a standard (23’ x 28’) classroom, waist high counter with cabinets underneath. About half of the classrooms have whiteboards, on one wall. Each classroom has at least two

desktop computers with one internet connection. The math specialist has a classroom which is also a math resource room for small group instruction.

Future facility need

A. Activities to be Housed

Academic classroom to support math instruction

B. Furniture and equipment

- Tables instead of desks.
- Wireless laptop carts.
- White boards on two walls
- 2- person student tables (promote flexibility in groupings/seating arrangements)
- Enough tables for students and work stations and classroom materials
- No cubbies
- Printer/copier in each classroom
- Permanent coordinate plane (wall-mounted)
- One wall with ample storage and adjustable shelving
- 1 classroom set (30) of laptop computers with wireless technology
- 1 classroom set (30) of graphing calculators
- Sink

Suggested room layout (attached).

- Sliding white board wall covering storage/shelves
- Small room off to the side for testing/individualized instruction (a few computers) – note window into room so students are visible at all times.

(Continued)

C. Proposed Space Summary

Larger classrooms (30' x 30') to accommodate small group work and instruction.

D. Technology & Communication

To be determined but should include

- Teacher and student computers
- Interactive white board with projector
- Wireless access.
- See communication page

ACADEMIC PROGRAMS PHYSICAL EDUCATION/HEALTH

Program Vision/Objective

Our vision for a high quality Physical Education and Health program is to develop a set of skills and beliefs that will foster both positive decision-making and create a desire to stay fit for life. We are committed to providing all students with multiple opportunities to participate in variety of physical activities ranging from traditional group sports to individual challenge activities.

Description of Current Program

Our current indoor and outdoor facilities provide the space to accommodate physical education classes, adventure programming, clubs, after-school interscholastic and intramural athletics as well as town wide activities and sports programming.

Description of Current Program Space

Our current indoor space consists of two gymnasiums each with retractable bleachers, one adaptive PE room, 1 health class, 3 office areas, 2 female locker rooms, 2 male locker rooms, and 5 storage areas. Our current outdoor field space consists of 1 soccer field and 1 softball field. Additionally, our outdoor adventure program equipment (high and low ropes course), and is located along the western side of the soccer field.

Future Facility Needs

A. Activities to be housed-

Two gymnasiums will allow for two large teaching stations or four small teaching stations each period. An indoor climbing facility will allow the adventure program experience to be extended year round (not weather dependent) incorporated into PE classes.

B. Furniture and Equipment

- Four fully functional locker rooms, equipped with lockers, toilets, and showers
- Physical education equipment to facilitate up to four concurrent classes
- Indoor climbing facility
- Indoor health and wellness equipment

C. Proposed Space Summary

- Two gymnasiums
- Health and wellness center (cardio and strength training equip.)
- Two male locker rooms
- Two female locker rooms
- Four office areas with computer access and phone service
- One health class room
- One regulation soccer field
- One regulation softball field
- Track and field space
- Outdoor field space to accommodate four physical education classes (approximately 100 students, 25 per class)
- Indoor and outdoor storage space

(Continued)

D. Technology & Communication

To be determined but should include

- Teacher and student computers
- Interactive white board with projector
- Wireless access.
- See communication page

ACADEMIC PROGRAM

SCIENCE

Program Vision/Objective

Our vision for a high quality science program is to develop self-motivated, lifelong learners who develop an understanding of the scientific method and concepts through an inquiry hands-on approach to learning. We are committed to providing all students with multiple opportunities to demonstrate their understanding and skills through authentic performance based assessments.

Description of Current Program

Our current middle school science curriculum consists of three sequential, but distinct science programs. In 8th grade students study Physical Science with an emphasis on answering essential questions such as “How do machines help us do work? How do the forces that act on objects determine their motion? How can we organize and categorize the various materials we find on earth?” etc. In 7th grade students study Life Science with a focus on ecology, cells, reproduction, and the human body. Our 6th grade students study Earth Science with a concentration on water, soil, landforms, and the composition of the earth.

Description of Current Program Space

Our current science facilities vary from room to room. There are eight science rooms in total. The three science rooms in the 8th grade hallway are equipped science classrooms with counters, sinks and tiled floors, the two science rooms in the 7th grade hallway are general classrooms with tiled floors and no access to water, and two of the science rooms in the 6th grade hallway are science type classrooms with tiled floors and access to water, and the other in the 6th grade hallway is carpeted with water access. All classrooms have TV monitors linked to computers. Available storage varies by room, as does student desk/lab table configurations.

Future Facility Needs

A. Activities to be Housed

We envision equipped science classrooms with facilities to fully implement our science curriculum both as a classroom (lecture style with desks and chairs) and a lab area with student work stations. These should be housed in a larger classroom with science laboratory-based work stations in the back of the room and an area for student tables and chairs at the front of the room.

B. Furniture and Equipment

- 2 person chemical resistant black lab tables and chairs for 30 students at the front of the classroom (15 tables)
- Six free standing (not wall-attached) laboratory work stations in the back of the room
Stations should be large enough for a minimum of 4 students to work at.
Each equipped with working sink with both hot and cold water access.
Each equipped with electrical outlets mounted in the side of the table (not at the top of the table).
Each equipped with a student-use computer with necessary lab software installed.
Stools for 30 students
- Teacher demo station with document camera, water, electricity and mirror to be at the front of the classroom.
- Locking teacher storage space for chemicals and other science-related equipment
- Science only microwave and refrigerator
- Windows

- High open cupboard one side to be open for storage of tall science-related objects and the other side to have shelving for storage of classroom materials.
(Continued)

- White boards at the front of each classroom.
- All science classrooms should have tiled floors.

C. Proposed Space Summary

We envision each of the science classrooms to be larger than traditional classrooms to support the configuration of student tables and chairs and a teacher desk and demo table in the front part of the room and free standing lab tables with electricity and water access in the back of the room. There should be locking teacher storage space between classrooms. We envision classrooms having shared storage space (a locked closet between two rooms). All science room should be equipped with windows, phones, wireless network access and tiled floors. Rooms should have a mounted projector connected to a interactive white board, a teacher computer and a DVD player.

D. Technology & Communication

To be determined but should include

- Teacher and student computers
- Interactive white board with projector
- Wireless access.
- See communication page

APPLIED ACADEMIC PROGRAM SOCIAL STUDIES

Program Vision/Objective

Our program vision for a high quality social studies program includes helping students become life-long learners and active and conscientious citizens who contribute on a local, national, and global level. Promoting and recognizing diversity in the world around us is a key theme throughout our social studies program. We challenge students by striving to meet their individual, educational needs while helping them to understand the past in relationship to the present and future. Our program incorporates technology through the use of the internet for research and examining primary source documents.

Description of Current Program

Our sixth grade students study World History while our seventh and eighth grade students learn about U. S. History. Our curriculum is implemented through large and small group instruction. Independent and collaborative projects, as well as the integration of technology, support student learning.

Description of Current Program Space

We currently have eight social studies classrooms, one per academic team. Each classroom has some storage. The small size of the sixth grade classrooms inhibits flexible grouping for a full range of curricular activities.

Future Facility Needs

A. Activities to be Housed

Curriculum implementation in classrooms large enough to support flexible grouping

B. Furniture and Equipment

- Student desks and chairs
- Work tables
- Teacher desk and chair
- Whiteboards
- Display boards
- Accessible shelving
- Storage closet
- File cabinet
- Sink
- Wall or ceiling mounted maps

C. Proposed Space Summary

- Classrooms, one per academic team
- Classrooms need to be spacious enough to accommodate up to 30 student desks and chairs, worktables, technology and a teacher work area.

D. Technology & Communication

To be determined but should include

- Teacher and student computers

- Interactive white board with projector
- Wireless access.
- See communication page

ACADEMIC AREA

World Languages

Program Vision / Objective

Our vision for a high quality world language program is to develop competency in French or Spanish in the five skill areas of reading, writing, listening, speaking and culture. An appreciation for the language and culture will be enhanced through large group instruction, small group activities and independent projects. Current technologies will support the curriculum.

Description of Current Program

Currently, approximately eighty percent of our seventh and eighth graders participate in the Spanish curriculum with the remaining twenty percent of students engaging in the French program. The curriculum is implemented through large group instruction and small cooperative group activities. Students participate in role-playing oral activities, independent and group projects as well as authentic assessments.

Description of Current Space

Our current space consists of four general classrooms each equipped with student desks and chairs, a teacher's desk and chair, file cabinet and bookcase. All classrooms have projectors and SmartBoards.

Future Facility Needs

A. Activities to be Housed*

Whole-class direct instruction, partnered and small-group work, independent work including assessments. Students also perform partnered and small-group skits, act out scenes in a restaurant, and walk the runway for a Fashion Show. From time to time, we also host guest speakers.

B. Furniture and Equipment

- A teacher desk and chair.
- Counter space or large tables at which students can work in the back or on the sides.
- Bulletin boards.
- Student desks and chairs.
- A SmartBoard and projector (or current technology), and whiteboards in the front/presentation area.
- A telephone to the office in the front/presentation area.
- Closed bookcases and closed storage cabinets.
- A locking file cabinet.
- Small tables or desks for a radio and student computers/tablets.
- Some carrels as quiet work areas.

C. Proposed Space Summary

The World Language classrooms house a variety of activities, from seated individual work to presentations and skits that require standing or movement. The space needs to be large and the furniture moveable enough to change as learning needs require. As with any other academic class, instructional,

display and work surfaces are needed, as well as ample storage. Also, the room should have adjustable lighting, including windows that can be obscured and that open.

*A Break-out room between World Language classrooms is needed. This space would be designed to accommodate 1 to 6 people and would provide an acoustically separated space from the adjacent classrooms, but with some visual control. Activities that occur in the breakout room could be individual studying/test taking, small group meetings, tutorial work sessions, practicing of presentations, and one-on-one teacher/student. Furniture should include a whiteboard and student desks and chairs.

(Continued)

D. Technology & Communication

To be determined but should include

- Teacher and student computers
- Interactive white board with projector
- Wireless access.
- See communication page

SUPPORT SERVICES

SUPPORT SERVICES

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES

Program Vision/ Objective

Our program vision for a high-quality ESOL program includes learning the fundamentals of the English language while supporting cultural development, and academic support for students.

Description of Current Program

The current program is comprised of small group instruction, one-on-one instruction and assessment of students based on their individual academic needs.

Description of Current Program Space

One classroom is shared between the ESOL program and another classroom teacher. The classroom has 5 large tables, and 5 computers for students to use.

Future Facility Needs

A. Activities to be Housed

Small group instruction, one-on-one instruction, and assessment of students based on their individual academic needs

B. Furniture and Equipment

- Oval conference table
- 5-7 student chairs
- Secure File Cabinet
- Telephone
- SmartBoard
- A minimum of 5 computers for students use
- Teacher desk and chair
- Bookcase
- Storage cabinet

C. Proposed Space Summary

- One large conference room to comfortably fit up to 10 students with movement around the room.
- Locking closet

D. Technology & Communication

To be determined but should include

- Teacher and student computers
- Interactive white board with projector
- Wireless access.
- See communication page

SUPPORT SERVICES HEALTH AND WELLNESS CENTER

Facility Vision / Objective

Our vision is to provide school nursing services as well as promote healthy behavior and support student understanding of health issues.

Description of Current Facility

One poorly designed room with a private bathroom.

Future Facility Needs

A. Activities to be Housed

Provide for the health needs of the student body. This includes: illness and injury assessment and treatment; vision, hearing, and postural screenings; health and wellness counseling; medication administration; consultation with parents and physicians; and sports physicals. Additionally, the nurse and health paraprofessional are responsible for maintaining student health records.

B. Furniture and Equipment

- Two desks and chairs
- Two built-in lateral file cabinets
- Computer
- Laser copier
- Telephone
- Secure storage cabinet/closet
- Six chairs for waiting area
- Three beds
- Double locking medication cabinets
- Scale
- Wheelchair

C. Proposed Space Summary

- Glass enclosed office space

- Reception / waiting area
- Two handicapped accessible bathrooms
- Private areas for examinations and physicals
- Three beds surrounded by curtains
- Medication administration area
- Storage closet
- Coat closet
- Refrigerator with freezer
- Eye-wash station

D. Technology & Communication

To be determined but should include

- Teacher and student computers
- Interactive white board with projector
- Wireless access.
- See communication page

SUPPORT SERVICES SOCIAL WORK AND PSYCHOLOGY

Program Vision / Objective

Our vision is to provide high quality support services to our students. These services include individual counseling, therapeutic group counseling, mediation and psychological evaluations.

Description of Current Program

Individual and small group counseling sessions occur in the office areas. Slightly larger group counseling sessions occur in two specific special education classrooms (intellectually disabled, emotionally disturbed). Psychological evaluations are individually administered. Both counselors frequently meet with parents and consult to student assistance and academic teams.

Description of Current Program Space

Both the social worker and the psychologist have offices. The size of these offices is adequate enough to provide therapeutic group counseling or parent meetings.

Future Facility Needs

A. Activities to be Housed

Both counselors will provide individual and small group counseling to students. Individual psychological evaluations will be conducted as well as meetings with parents. Additionally, homework assistance is offered as well as PBS activities.

B. Furniture and Equipment

Each office should contain:

- One round conference table that accommodates 8-10 people
- 8-10 chairs
- 2 upholstered chairs & couch (plastic)
- Bookcase x 2
- Wall mounted storage supply cabinets

- Teacher desk, chair
- Wall-size whiteboard
- Display board
- Closet room storage for old files
- Locking file cabinet
- Coffee table
- Lockers for 10 students

C. Proposed Space Summary

Both offices should include counseling space and a separate private work space for each counselor. The counseling space should have a table and chairs for students, as well as more comfortable chairs for parent meetings. The work space should be large enough to accommodate a desk, chair, file cabinet and current technology, located in suite setting with counselors centrally located near the main office.

D. Technology & Communication

To be determined but should include

- Teacher and student computers
- Interactive white board with projector
- Wireless access.
- See communication page

SUPPORT SERVICES SCHOOL COUNSELING/GUIDANCE

Program Vision/Objective

Our program vision for a high quality Developmental Guidance Program is to provide all students with a planned program of experiences to assist with their academic, personal/social and career needs.

Description of Current Program

The school counselors provide instruction in career exploration, violence prevention and management of social/emotional issues. Counselors also provide individual planning, responsive services and are an overall support system for all students, parents, and staff.

Description of Current Program Space

- Three offices – two with built in shelves/cabinets
- Three computers
- Three desks/chairs
- One table with four chairs
- Two file cabinets
- Two bookshelves
- One classroom
- Access to a conference room

Future Facility Needs

A. Activities to be Housed

- Counseling – Students, Parents and Staff
- Group Instruction and Counseling
- STAT Meetings/Team Meetings
- Parent and community programs

B. Furniture and Equipment

- Office desks and chairs (one for each counselor)
- File cabinets
- Soft seating in reception area
- Conference table
- Office equipment
- Locked key cabinet
- Storage room
- Small round tables with soft chairs for each office

C. Proposed Space Summary

- Individual office for each counselor that is large enough to accommodate small group sessions
- Conference room that will seat at least 12 people
- Classroom large enough to accommodate 30 students with an area to display resources for parents and students

D. Technology & Communication

To be determined but should include

- Teacher and student computers
- Interactive white board with projector
- Wireless access.
- See communication page

SUPPORT SERVICES SPECIAL EDUCATION

Program Vision / Objective

Our vision for a high quality special education program includes the ability to offer a continuum of options for our students. All of our students with disabilities will have the opportunity to learn in the least restrictive environment appropriate to their individual needs.

Description of Current Program

Our programs include specialized programs for students with emotionally disturbance and intellectual disabilities. Additionally, student support and instruction is offered in resource room settings, the reading lab and general education classrooms.

Description of Current Program Space

Our current program space consists of two classrooms for the specialized programs. The classroom for students with emotional disturbance has two small rooms adjacent to the classroom. These small spaces are used as a student lounge and student reflection room. The classroom for students with intellectual disabilities is a small classroom with lockers and built in shelving. Our reading lab consists of five rooms with one central room and four small office/instructional spaces. Resource rooms vary in size, each with adequate storage.

Future Facility Needs

A. Activities to be Housed

While the majority of instruction will occur in the general classroom setting, there will still be a need for a classroom to have space available for small group instruction and individual evaluations.

B. Furniture and Equipment

- Student desks and chairs
- Work tables
- Two teacher desks and chairs
- Whiteboard
- Display boards
- Accessible open shelving for storage and displaying of books
- Storage closet or cabinets
- File cabinet
- Sinks and handicapped bathroom

C. Proposed Space Summary

- Three classrooms for small group instruction, project work, individual evaluations and teacher preparation
- Two classrooms for specialized programs
- Classrooms should have excellent storage space.
- The reading lab space has been included in the language arts section of this document.

D. Technology & Communication

To be determined but should include

- Teacher and student computers
- Interactive white board with projector
- Wireless access

- See communication page

SUPPORT SERVICES SPEECH AND LANGUAGE

Program Vision / Objective

Our vision for a high quality Speech and Language program is to provide students with appropriate speech, language, voice, and articulation therapy as determined by their individual needs.

Description of Current Program

Students receive speech and language services in a variety of settings including general classrooms, special education classrooms, counseling offices and the speech and language classroom. In addition to providing therapy, the speech and language pathologist is responsible for evaluation as well as the management of students' hearing aids, FM systems and equipment.

Description of Current Program Space

The speech and language classroom is adequate in size, but is not centrally located. Additionally, the classroom is not carpeted.

Future Facility Needs

A. Activities to be Housed

The speech and language pathologist provides students with individual and small group therapy as well as individual testing.

B. Furniture and Equipment

- One locking storage cabinet, large
- Two filing cabinets
- One oval shaped tables
- Student chairs
- Teacher desk and chair
- Whiteboard
- Display boards
- Carpeting to diminish noise level
- Several electrical outlets
- Bookcase

C. Proposed Space summary

The speech and language classroom needs to be a carpeted area that is adequate for small group instruction and contains a sound-proof area designated for testing. There needs to be several electrical outlets for charging equipment.

D. Technology & Communication

To be determined but should include

- Teacher and student computers
- Interactive white board with projector
- Wireless access.
- See communication page

GENERAL FACILITIES

GENERAL FACILITIES ADMINISTRATIVE OFFICES

Facility Vision / Objective

Our vision is to provide a welcoming and centralized administrative office area that supports and develops a positive learning environment for our students, families and staff.

Description of Current Facility

Our current office space consists of 3 administrative offices, a combined secretarial area, a unisex bathroom, a coat closet, a storage closet with an interior secured closet and a 5'x 5' room that houses a file cabinet and staff telephone. Additionally, a satellite administrative office is located in the main hallway near the sixth grade classrooms.

Future Facility Needs

A. Activities to be Housed

General administrative functions will be housed in this area.

B. Furniture and Equipment

- Office desks and chairs
- Work station partitions
- Office equipment (telephones, copiers, fax, shredder, etc.)
- Bookcases in each office
- Vault
- Built-in vertical file cabinets in each office and main office area
- Shelving in storage area
- Worktables for copy/work room
- Computer stations
- Small conference tables and chairs in each office
- Public address system
- Telephone system with voice mail
- Locked display case
- Digital display board
- Staff mailboxes
- Coat closet
- Seating for reception
- Seating for discipline
- Student desks with partitions and chairs for Student Support Room

C. Proposed Space Summary

- Reception area with a counter
- Offices for three administrators
- Secretarial space for three work stations with partitions
- Secretarial area and offices to each contain closets, storage space and windows
- Conference room (*see separate page*)
- Student Support Room
- In-school suspension room
- Student discipline seating that is separate from reception area

- Kitchenette area
(Continued)
- Supply/storage closet
- Records/file room
- Male and female bathrooms
- Copy and work area
- Storage cabinets

D. Technology & Communication

To be determined but should include

- Teacher and student computers
- Interactive white board with projector
- Wireless access.
- See communication page

GENERAL FACILITIES CAFETERIA AND KITCHEN

Facility Vision / Objective

Our vision is to provide students with nutritious meals in a cafeteria that is both efficient and inviting. This area would serve a dual purpose as it would also be used as a multi-purpose room and community room. This would allow for large group gatherings, providing the space for grade level meetings, team events, and community functions.

Description of Current Space

Presently, we have two eating areas separated by a central kitchen and serving area. There is a snack window in each eating area. Both eating areas have the capacity to seat approximately 131 students. A classroom is used for any overflow of students. Students purchasing lunch stand in a line that extends into the hallway, thus impacting teaching and learning in nearby classrooms. There are no bathrooms in the immediate area and no intercom system.

Future Facility Needs

A. Activities to be Housed

This area would provide the space for meal planning, food preparation, serving, seating, and eating. Food supplies and associated dry goods would be ordered, received and stored in this area. Students would be served in multiple lunch waves.

B. Furniture and Equipment

- Seating for approximately 275 students
- Standard kitchen equipment to include stoves, griddles, refrigerators, freezers, etc.
- Multiple serving areas and cash registers
- Water fountains
- LED display board
- Display cases and boards
- Public address system
- Storage closet and approximately 300 folding chairs
- Outside picnic tables and seating area

C. Proposed Space Summary

- This large, aesthetically pleasing space should be centrally located permitting easy access by students and the public.
- The design of the kitchen area will allow adequate room for food preparation and associated tasks.
- Ample storage space
- The serving areas should be configured for efficiency as more than 250 students need to select their food and eat in a short amount of time.
- Ideally, this area should include a small outdoor eating area.

D. Technology & Communication

To be determined but should include

- Teacher and student computers
- Interactive white board with projector
- Wireless access.
- See communication page

GENERAL FACILITIES COMMUNICATIONS

Program Vision/Objective

Our vision is to provide all staff members with the means to conveniently and efficiently communicate with the main office, each other, and the community.

Description of Current Space

Currently, our ability to communicate with others varies from room to room. In building B all classrooms have a two-way intercom connection to the main office, but teachers/staff are unable to make or receive phone calls from their classrooms. Each room does however have an Internet connection that allows for email to be sent and received. All of the office areas have phones available to teachers/staff. In building A, each classroom has a two-way intercom connection with the main office.

Future Facility Needs

A. Activities to be Housed

We envision continuous two-way communication within our school and to the outside community. Additionally, we envision having equipment available to us to take advantage of distance learning opportunities.

B. Furniture and Equipment

- Phones for each room and area (including storage areas)
- Two-way intercom system in each room
- Computers in each classroom with Internet connections
- Public address system in large group areas
- Portable distance learning equipment
- Production Studio (see attached ED SPEC)

C. Proposed Space Summary

We envision each classroom and office area to be equipped with the technology (phones, intercom, email) needed to effectively communicate with other areas in the school and with the community. Additionally, all large group areas should include a permanent public address system.

D. Technology

To be determined

GENERAL FACILITIES CONFERENCE ROOM

Facility Vision / Objective

Our vision is to provide an inviting and comfortable meeting space that will accommodate groups of up to twenty people.

Description of Current Space

A former file room has been converted into a conference room. This space, located in the main office, is approximately 9'x 15'. Two file cabinets are located in this room as well as a small conference table that comfortably seats six. Ventilation is poor and space is inadequate.

Future Facility Needs

A. Activities to be Housed

This room will provide meeting and work space for parent conferences as well as team leader, PPT, 504, Student Assistance Team, ELL and PTO meetings.

B. Furniture and Equipment

- Conference table
- 20 upholstered chairs
- Storage Cabinets
- File cabinets
- Sink with counter space
- Book shelves for parent literature
- Whiteboard
- Display boards
- Mounted projection screen
- Mounted TV monitor connected to computer

C. Proposed Space Summary

Located within or adjacent to the administrative office space, the conference room should be able to comfortably accommodate up to twenty people. In addition to providing meeting space, this room can house parent literature. It should be wired for use of multiple laptop computers. A sink and adequate secure storage and file space should be included in the design.

Consider small conferences rooms throughout the building.

D. Technology & Communication

To be determined but should include

- Teacher and student computers
- Interactive white board with projector

- Wireless access.
- See communication page

GENERAL FACILITIES COPIER / STORAGE ROOMS

Facility Vision / Objectives

Our vision is to provide staff with easy access to a copier and supply storage rooms. These rooms will be located in each grade level area as well as the applied academics area.

Description of Current Facility

There are currently three storage areas, one located off the lobby of the main gymnasium, one in the eighth grade hallway, and one in the main hallway located between rooms 13 and 15. The storage area in the eighth grade hallway is approximately 12' x 12' and used for paper storage. The storage area in the gymnasium lobby is small, not ventilated, has limited shelving, and houses a copier. The storage area between the classrooms is the size of a closet.

Building A: Storage closet on the 2nd floor near the faculty bathroom. There is a classroom on the first floor with a copy machine and laminator.

Future Facility Needs

If in pods, one room per team/grade level and one for Applied Academics.

One room per team (or grade level) and one room for Applied Academics

A. Activities to be Housed

Storage of paper, supplies and materials in one area of the room and a small teacher work space with a copier in another area.

B. Furniture and Equipment

- Shelving
- Copier
- Work table and chairs
- Laminator
- Paper cutter

C. Proposed Space Summary

This secure well-ventilated space will provide storage for teaching supplies and materials. It will also house a small teacher work area with a copier and have interactive communication with the administrative office area. The space also requires a clock, telephone and intercom system.

D. Technology & Communication

To be determined but should include

- Teacher and student computers
- Interactive white board with projector
- Wireless access.
- See communication page

GENERAL FACILITIES

EXTERIOR STORAGE/BATHROOM FACILITIES

Program Vision/Objective

Our vision is to provide enough secured exterior storage space so that our Physical Education teachers, coaches, and community members can access needed teaching supplies and materials without having to transport these materials in and out of the building. The space would also allow personnel to contact emergency services if needed and would provide limited bathroom facilities for night and weekend activities when access to the inside of the building may not be possible.

Description of Current Space

Currently, we have an 8'x14' exterior wooden storage shed located at the southeastern corner of the soccer field. This shed is used to house the climbing gear for our high ropes adventure program and is only marginally secure. It was broken into last year. The shed is of adequate size for its current purpose, but does not have enough space for storing physical education or athletic equipment. Additionally, there is no way for personnel to contact the office or emergency services and no bathroom facilities are available.

Future Facility Needs

A. Activities to be Housed

We envision this space to be used to store all outdoor physical education equipment (balls, bats, ropes, harnesses, roller blades, snowshoes, etc.) so that it does not need to be carried outside for each class. The space would also be used by our coaches and the town recreational league to store and secure athletic equipment. This space would allow athletes to retrieve equipment without having to remove their cleats (no damage to gym floor) and it would also allow teachers to supervise both their class and the students retrieving equipment for them. The space would also store first aid equipment and have an intercom or phone system located inside so that the office or emergency services could be contacted as needed. This would also allow coaches and supervisors from the town to contact emergency personnel without having to enter the building. Additionally, the space would allow staff and participants access to bathroom facilities when the main building is secured.

B. Furniture and Equipment

- Security doors with deadbolt locks
- Adjustable interior shelving
- Adequate interior lighting
- Two way communication system with the capacity to contact main office
- Phone system with 911 capabilities

- Interior dividers/fencing to separate and secure school equipment from town equipment
- Bench seating for 25
- Handicapped accessible unisex bathroom facilities
- Sink, water, first aid equipment
- HVAC

C. Proposed Space Summary

- Two secured exterior storage spaces and bathroom facilities located near each gymnasium with a minimum of 200 square feet

D. Communication

- Phone

GENERAL FACILITIES

FACULTY DINING ROOM / TEACHER WORK AREA

Facility Vision / Objective

Our vision is to provide the staff a pleasant dining and lounge area with an adjacent work room.

Description of Current Facility

Our current faculty room is approximately 675 square feet with an attached copy/work room as well as a telephone room. The large room contains four two rectangle tables with seating for approximately 24 adults. There is an upholstered sofa, loveseat and chair located in this room. Additionally, there is limited counter space with a sink, a few cabinets, two refrigerators and one beverage machines located in the room. The small workroom has a storage closet, copy machine and table. While the telephone room is small, it does offer privacy.

Future Facility Needs

A. Activities to be Housed

This area will serve as a faculty dining and lounge area. The adjacent faculty work area will house a copy machine, work tables and computers. Two telephone rooms will allow teachers to make private, work related calls to parents, vendors, etc.

B. Furniture and Equipment

- Five round tables with seating for six adults
- Deep double sink
- Two refrigerators
- Counter and cabinets
- Stove
- Coffee maker
- Built-in microwave
- Dishwasher
- Display boards
- Whiteboard
- Copy machine
- Work tables
- Four computer stations

- Two telephones
- Upholstered furniture
- Coffee table

C. Proposed Space Summary

This space should be centrally located next to the student cafeteria, It should contain

- A kitchen area with a sink, stove, microwave, coffee maker, cabinets and two refrigerators
- An eating area
- A sitting area with upholstered furniture
- An adjacent work area with a supply closet
- Adjacent telephone rooms
- A coat closet

(Continued)

D. Technology & Communication

To be determined but should include

- Teacher computers
- Wireless access.
- See communication page

ACADEMIC SPACE FIELD AND OUTDOOR SPACE

Facility Vision / Objective

Our vision is to provide appropriate field and outdoor space in order to accommodate a comprehensive physical education program, interscholastic and intramural athletics and outdoor adventure education. Additionally, the field space will be used by the community's athletic teams.

Description of Current Space

Our current space is limited to one soccer field and one softball field. The outdoor adventure education structures include high and low rope elements and are located at the edge of the property.

Future Space Needs

A. Activities to be Housed

We envision enough field space to hold four physical education classes concurrently. Athletic offerings will include boys' and girls' soccer, track, softball and baseball. We will continue to utilize our outdoor adventure education structures.

B. Equipment

- Goal posts for soccer
- Student and field equipment for baseball
- Student and field equipment for softball
- Scoreboard

C. Proposed Space Summary

- Track
- Regulation Soccer field
- Regulation Softball/Baseball field

D. Technology & Communication

To be determined but should include

- Outdoor speakers/PA

GENERAL FACILITIES

LOCKERS

Program Vision/Objective

Our vision is to provide secured locker storage space for our entire student body.

Description of Current Space

Currently, we have lockers located near both our 6th and 8th grade homerooms, but do not have lockers located near our 7th grade homerooms. Students in this area use cubbies located inconveniently inside their classrooms. The location of our lockers is less than ideal as they are located in our main hallways and often cause traffic flow issues as students using their lockers inadvertently block the path of passing students.

Future Facility Needs

A. Activities to be Housed

We envision this space to be used to securely store all student materials (books, backpacks, PE clothes, winter coats, etc.) when not in use.

B. Furniture and Equipment

- Numbered secure lockers large enough to store a backpack, coat, books, and student materials with programmable combination locks or locks controlled by student ID cards.
- Outlets to charge electronic devices.

C. Proposed Space Summary

We envision banks of secure lockers located near each homeroom. Ideally, all lockers would be located out of any main hallways or heavily traveled areas.

GENERAL FACILITIES

PARKING/TRAFFIC FLOW/EXTERIOR LIGHTING

Program Vision/Objective

Our vision is to provide our students (busses), staff, parents, and visitors with a safe and orderly flow of traffic both in and out of our parking facilities. The parking spaces available should be numerous enough to provide well lit spaces for our busses, staff, and visitors during the school day as well as during large group (whole school) functions.

Description of Current Space

Currently, our parking lot allows for adequate staff parking, but minimal slots for visitors. Our existing design does not allow for efficient traffic flow.

Future Facility Needs

A. Activities to be Housed

We envision a design and facilities that allow for the separation of bus and car traffic while permitting for safe pedestrian movement. The space available should be large enough to accommodate morning drop-off without forcing cars to back up onto Norwich Avenue. This design should also include a designated area for parents to drop-off/pick-up students as well as several visitor spots located conveniently near the main entrance for use during school hours. The parking lot should have enough spaces to accommodate approximately 100 staff members, 30 school busses, and ??? visitors. Entrances and exits should be clearly marked so visitors unfamiliar with our traffic flow/pattern can easily and safely navigate our parking facilities. Each and every space should be well illuminated. Crosswalks and pedestrian walkways should be designed to separate students and visitors from moving traffic.

B. Furniture and Equipment

- Traffic flow signs
- Manually operated (on-demand) crosswalk light
- Marked (painted) parking spaces and crosswalks
- Exterior parking lot lighting fixtures
- Traffic islands and curbing
- Landscaping

C. Proposed Space Summary

A beautifully landscaped parking facility designed for safety and ease of use.

D. Communications

Outdoor Public Address Speakers

GENERAL FACILITIES

PUPIL SERVICES AND SPECIAL EDUCATION ADMINISTRATIVE OFFICES

Program Vision/Objective

Our vision is to provide a welcoming and centralized administrative office area that supports and develops a positive learning environment for student, families and staff.

Description of Current Facilities

The current special education office space consists of eleven rooms. One centralized room houses 2 office professionals with a waiting area for visitors, one office space for the director of pupil services, one for the educational evaluator, one for an assistant director or office professional, one tutoring room, one work room (copier, postage machine, shredder, etc.), one file room for active files, one file room for inactive files, one conference room, one lavatory, and one kitchen area.

Future Facility Needs

A. Activities to be Housed

General administrative functions will be housed in this area. Additionally, individual and small group tutoring, student evaluation, staff meetings, and parent conferences will occur in this space.

B. Furniture and Equipment

- 6 office desks and chairs (2 office professional stations (to include cabinets, storage, filing drawers), 1 desk in each of the 3 offices, 1 desk in tutoring station area)
- 8 upholstered chairs, 2 end tables, 1 coffee table, 1 information pamphlet rack for reception area
- Office equipment (8 telephones, 1 copier with fax/scanning capabilities, shredder, etc.)
- 27 five-drawer lateral file cabinets with locks for record storage (15 for active, 12 for inactive)
- 5 two-drawer lateral file cabinets with locks for 3 offices (2 outside each administrative office and 1 in evaluator's office)
- Small conference tables and four upholstered chairs in each office (3 tables, 12 chairs)
- Large conference table to accommodate 18 people and 18 chairs
- Additional side table in conference room for materials for meetings
- Display boards/whiteboards, interactive white board (or latest board available) for conference room
- Two desktop computers
- Eight laptop computers (2 administrators, 1 evaluator, 1 conference room, 1 tutor, 3 for student stations)
- One table for group classes with 4 chairs for tutor room.
- Eight telephones
- Three tutoring stations with privacy panels/partitions
- Refrigerator, sink, small wall oven, microwave
- Small table with 4 chairs for kitchen area if space allows

C. Proposed Space Summary

- Reception area with counter, privacy wall

- One office area for two office professional stations with privacy dividers, closets/cabinets/storage space, windows, and 2 bookcases, preferably built-in
- Two offices for one administrator and one administrator assistant with closets/cabinets/storage space and windows
- (Continued)
- One office for evaluator with closets/cabinets/storage space and windows
- 4 bookcases for administrator and administrator assistant offices (2 each) preferably built-in
- One conference room - large for 18 people
- One room for tutor and three tutoring stations
- One workroom with counter, shelves/cabinets with locks, large enough to room copier, postage machine, shredder, etc.
- Two secure and fireproof records storage rooms with counters- see # of file cabinets (in list above) needed to determine space
- Storage closet with shelving
- Coat Closet
- **One lavatory – handicapped accessible, storage and electrical outlets
- Kitchenette area with refrigerator, sink, small wall oven, microwave, counter, cabinets
- Separate entrance, handicapped accessible with excellent lighting
- Separate parking (8-10 spaces)
- Separate alarm system
- Separate signs – large, permanent

**Lavatory must be adjacent to tutoring area and within the administrative office to prevent tutored students from accessing other areas of the building.

GENERAL FACILITIES SCHOOL STORE

Program Vision/Objective

Our vision is to provide our students, staff, and parents with a place to purchase needed school supplies. These facilities would also be used to teach students about running a retail business.

Description of Current Space

Currently, we have a school store that is located in the hallway on a folding table or rolling cart. There is no space designed to store and secure the items that are displayed and available for purchase.

Future Facility Needs

A. Activities to be Housed

We envision this space to be used as a fully functional school store that has the space necessary to display and offer for purchase a variety of needed school supplies.

B. Furniture and Equipment

- Secured display case located outside store with access from inside the store.
- Security doors with deadbolt locks/code key.
- Service window or half door opening
- Adjustable interior shelving
- Adequate interior lighting
- Two way communication system with the capacity to contact main office
- Phone system with 911 capabilities
- Sink and water
- HVAC system
- Safe for money storage
- Cash register –lined to student accounts like lunch money

C. Proposed Space Summary

A secured interior space that could be used to house all activities associated with the running of a school store.

- Room with minimum of 144 square feet with security door and service window.

D. Technology & Communication

To be determined but should include

- Teacher computers
- Wireless access.
- See communication page

GENERAL FACILITIES

STUDENT AND STAFF LAVATORIES

Facility Vision / Objective

Our vision is to provide well designed bathroom facilities that are located throughout the building and adequate in number to meet the needs of the student population.

Description of Current Facility

Male and female student lavatories are located throughout the building, but in areas that are difficult to supervise. Additionally, lavatories are located in the locker rooms of the gymnasiums. Staff lavatories are located throughout the building.

Future Facility Needs

A. Activities to be Housed

Toileting and hand washing

B. Furniture and Equipment

- Auto-flushing toilets and urinals
- Automated sinks
- Built-in soap and paper towel dispensers
- Smoke detectors

C. Proposed Space Summary

The square footage and number of lavatories should be adequate to meet the needs of the student and staff population. Lavatories should be located in each grade level area, the applied academic area and in close proximity to the cafeteria. Bathroom entrances should be designed so that they offer privacy to students and staff. Infrared automated flushing and hand washing systems should be included in the design.

D. Communications

- Emergency office contact.

GENERAL FACILITIES CUSTODIAL NEEDS FOR NEW BUILDING

Facility Vision / Objective

Our vision is to provide well designed custodial facilities to provide a clean and safe building for all users.

Description of Current Facility

Custodial closets locked throughout the building.

Future Facility Needs

A. Activities to be Housed

Custodial Equipment

B. Equipment

- Larger custodial closets
- Slop & regular sink in custodian closets
- New carpet cleaning equipment
- New cafeteria furniture (fold up)
- Back splash for serving walls
- New buffer/stripper
- Large capacity wet vacuums
- 30" X 60" flat carts for moving furniture & supplies
- Large storage area for supplies & equipment
- Emergency eye wash in custodian closets
- First aid kits in custodian closets
- Faucet on kitchen loading dock
- Centralized area for trash
- Zamboni machine
- Common areas keyed the same (faculty lavatories, multipurpose room, and computer room)
- Pallet jack
- Motorized bleachers
- Furniture movers (teacher's desk, file cabinets)
- Large fans (to aid in drying floors)
- Self dumping Polly hoppers for trash
- Drain snakes
- Surveillance cameras at all exit doors

- Fitted respirators for each custodian

C. Proposed Space Summary
Custodial Closets in all wings.

OTHER COMMUNITY CONSIDERATIONS AUDITORIUM

Program/Vision/Objective

Our vision is to have a space available in our building that would provide both our student population as well as members of the larger community with an area in which they can gather or meet for performances, public activities, and large group gatherings, like academic “Town Meetings.” Not only can this space be used for performances and community addresses, but we see it having larger implications for the community by allowing the opportunity for art shows and exhibits, community plays and musicals, reward ceremonies, promotion activities, and even film festivals. With the connection between the middle school and the proposed Senior Center, the seniors would have regular access to this facility as well for their endeavors.

Description of Current Space

Currently, we do not have a space as described above. Despite this fact, our building is used regularly by community groups for orchestra, choir, jazz, and drama. These groups congregate in the current building’s chorus and band rooms for rehearsals. In addition, not having a space for large group gatherings has impacted our students’ education. Team gatherings currently occur in the hallways or in the cafeteria if the time is available before or after our three lunch waves. In order to have our students gather as a whole school for a concert, we have to bus our students to and from the high school, which takes up a portion of our academic time and funding. Other assemblies, such as our Positive Behavioral Support assemblies, are held in our school’s gymnasium, which is not a setting conducive for learning activities (poor acoustics, no chairs, poor lighting, etc).

Future Facility Needs

- A. Activities to be Housed
Please see above under program/vision/objective
- B. Furniture and Equipment
 - Seating for approximately 800-900 people
 - Ancillary rooms for changing, staging, and storage
 - Acoustical tiles
 - Additional chairs for stage area
 - Music stands, microphone stands
 - Choir risers and platforms
 - Piano

C. Proposed Space Summary

State of the art auditorium that includes:

- Stage with curtains
 - Male and Female changing rooms with bathroom facilities
 - Pit area for the band
 - Instrument storage area
 - Storage area
 - Sound and lighting control area/booth
 - Oversized access to stage from exterior of building (with covered drop-off area)
 - Moveable acoustic shell
 - Ticket booth & refreshments area (possibly tied in with school store/could be used in conjunction with gymnasium)
 - Large foyer area outside of auditorium entrance (within the school)
- (Continued)

D. Technology & Communication

To be determined but should include

- Teacher and student computers
- Interactive white board with projector
- Wireless access.
- Sounds and lighting equipment
- Electronic board/wiring for computer compatibility
- Wireless microphone and public address system
- Microphones, microphone wires, lighting wires, moveable lights/spot lights
- Drop down screen/projector
- See communication page

OTHER COMMUNITY CONSIDERATIONS PRODUCTION STUDIO

Program Vision/Objective

Our vision is to be able to produce and broadcast high quality video and audio presentations for both in-school and community use. An in-school studio would allow us to broadcast daily announcements to each classroom. Guest speakers could be seen throughout the school or to select classrooms. This studio could be used to have live debates for the whole school to view. Additionally, students would have the opportunity to practice and hone their public speaking skills.

Description of Current Space

Currently, our only means to produce a video presentation is to use a hand-held camcorder and there is no means to broadcast this into classrooms.

Future Facility Needs

A. Activities to be Housed

We envision live daily broadcasts into each classroom.

B. Furniture and Equipment

- Video and audio production studio with equipment
- Portable distance learning broadcasting equipment
- Desk or counter space similar to TV anchor desk
- Table and chairs for informal interviews
- Ability to connect/broadcast to the cable public access channel

C. Proposed Space Summary

We envision being able to display live broadcasts in each classroom. Additionally this space could be used by the community to broadcast programs and information on our local cable TV channel.

D. Technology & Communications

To be determined

**OTHER COMMUNITY CONSIDERATIONS
TRACK**

WILLIAM J. JOHNSTON MIDDLE SCHOOL
COMMUNITY CENTER AND
SENIOR CENTER
COLCHESTER, CT
JUNE 30, 2012

APPENDIX B
WILLIAM J. JOHNSTON MIDDLE SCHOOL – INTERVIEW NOTES

WILLIAM J. JOHNSTON MIDDLE SCHOOL
COMMUNITY CENTER AND
SENIOR CENTER
COLCHESTER, CT
JUNE 30, 2012

Interviews with teachers and staff were conducted by Marco Tommasini, of Tecton Architects, Inc. and took place on April 18, 2012 and on April 25, 2012 at the William J. Johnston Middle School.

April 18, 2012

Period 1 – Math and Science

Interviewed Teachers: Chris Bartles, Pauline Hyla

Period 4 – Math and Science

Interviewed teachers: Frank Newman (math specialist), Magdalena....., Nactoria Provost

Period 5 – Math and Science (6th and 7th grade)

Interviewed teachers: Heather DeFosses, Amanda Lasaracina, Cynthia Ryordan, Les Kershnar, Larry Paterno, DJ Kelly, Olga Walker

The Ed Spec and Space Program were validated, with the following comments:

General:

Windows with mini blinds in glass air space for light control.

Air conditioning desirable.

Flexibility in the configuration of classroom tables.

Classrooms: 2 person tables.

Heating system controls.

Cubbies/lockers 12”(w) x 12”(d) x 2 tiers.

Math:

Technology Equipment: One set of 30 laptops with cart per team, stored in team space, is desirable.

A small room would be desirable, to be shared between two math classrooms for testing, tutoring, small group work.

Science:

Lab space: Water and electricity at the lab tables and teacher’s desk; no gas.

Lab space: Free standing (island) configuration.

Period 2 – World Languages

Interviewed teachers: Gale Hathaway, Natalie Pelletier-Horton

The Ed Spec and Space Program were validated, with the following comments:

World language classrooms possibly grouped together or 2 + 2.
No special teaching needs: group work; tall storage cabinets within classrooms;
use of computers is very limited. If needed, the world language teachers use the
computer room.

Period 3 – Library/Media, Health Center

Interviewed teachers: Michelle Lane, Cindy Danko, Cindy Nonowicz (nurse)

The Ed Spec and Space Program were validated, with the following comments:

Library:

Ideally library is to be centrally located within school.

Space adequate but not configured to maximum efficiency, i.e. location of
projection screen and lack of computer outlets.

Office equipped with sink.

Possibly provide bathroom within library space, i.e. carved from storage space.

Reorganize layout of office/storage.

Provide A/C in library/media space.

Health Care Center:

Space need +/- 1,000 s.f.

Natural light.

Close to admin. offices/visitors and guidance counselors.

Waiting area for 10-15 students.

Sound proof exam room.

Bathroom with lift.

Reception:

Counter space;

Nurse Office:

1 phone line;

1 computer;

1 under-counter refrigerator;

Privacy;

Nurse Assistant Office:

1 phone line;

1 computer;

Sliding window at reception area;

Triage Area:

3 beds with curtain separation;

Storage;

Sink;

Counter space with double and single lock cabinets.

Period 6 – Administration

Interviewed staff: Kathy Hustus, Sandra Miller, Annette Eifler

The Ed Spec and Space Program were validated, with the following comments:

General: Effective HVAC controls.

Student support room requirements:

Separate from office for privacy;

Away from visitors;

Natural light.

Period 7 – Maintenance, Gifted Students;

Interviewed staff: Joe Coccoma; Laura Bennett;

The Ed Spec and Space Program were validated, with the following comments:

Maintenance:

Larger custodial closets;

Slop and regular sink with backsplash at wet walls in custodial closets;

Large storage area for supplies and equipment;

Emergency eye wash in custodial room;

Faucet on kitchen loading dock;

Centralized area for trash (dumpster);

Containers for recyclables at cafeteria;

Common areas keyed the same;

Surveillance cameras at all exit doors.

Existing building information:

Day-shift: 2 custodians; small mech. repairs;

Night-shift: 7 custodians – night activities; cleaning;

Building A – 2 oil fired boilers, one of which not operating; Oil fired hot water heater with 3 tanks;

Building B – 2 oil fired boilers, both operational; Dual fuel (oil/electric) hot water heater for sinks only.

Gifted Students:

Small areas within team space desirable for support of gifted students;

Small rooms shared between classrooms with line of sight from classrooms.

Period 8 – FCS, PE

Interviewed staff: FCS: Barbara Free, Kathy Purtell; PE: Jen Karcich, Steve Petty

WILLIAM J. JOHNSTON MIDDLE SCHOOL
COMMUNITY CENTER AND
SENIOR CENTER
COLCHESTER, CT
JUNE 30, 2012

The Ed Spec and Space Program were validated, with the following comments:

FCS General:

Adjacent classrooms with shared office in between;

Near a delivery area/parking to bring in groceries;

100 cubbies (18"x12");

Storage;

New equipment and furnishings;

Washer and dryer area;

Kitchen:

20 students, 5 dining tables, 5 kitchens;

Half walls partitions between the 5 kitchens;

Activities: cooking, baking, microwaving;

Group refrigerator;

Demo table with water, power located between kitchens and classroom areas;

Sewing classroom:

20 students; 20 sewing machines; 3 embroidery machines;

Changing room desired;

Future needs i.e. adult education;

6 4'x6' cutting tables;

Mirrors;

Classroom section in cutting area;

Deep or slop sink;

PE:

Gym and Lockers:

175 + 175 Small lockers 12"x12"x15";

1 M & 1 W indiv. toilets and showers;

Locker room with 30 lockers;

Locker room toilets; 3 stalls each;

Gym continuously used at every period;

Technology in gym;

Full gym desirable;

Adapt. PE:

Classroom size;

High ceiling;

Office:

Visibility to gym;

Storage:

Cages.

Outside storage accessible both from gym and from outside.

Sport fields:

Softball field not used by PE program;

Other sports: large lawn for multi-sport use.

End of April 18 session.

April 25, 2012

Period 1 – Social Studies; Language Arts

Interviewed teachers: Sharon Duffy, Jennifer DelSesto

The Ed Spec and Space Program were validated, with the following comments:

Possibility of joining classes or meeting as a team (130 students);

Book storage (compact shelving) and book cases;

Use of computer lab for testing and composition research;

Media center: used for research and movies;

Team storage;

Period 2 – Social Studies

Interviewed staff: Edward Donnelly, Laura Kaenicki

The Ed Spec and Space Program were validated, with the following comments:

Theater group consisting of 70 students;

Period 3 – Art

Interviewed staff: Kathy Brandon, Chris Taylor

The Ed Spec and Space Program were validated, with the following comments:

Co-locate 2 art classrooms;

Acoustics – sound absorbing materials;

Share kiln, storage;

Technology: animation; photography;
Daylight; Light control with blinds;
Track lighting and general fluorescent lighting;
Perimeter counter with storage;
Flatwork storage 36" deep;
3D storage +/- 2' deep x 1'-6" high.
Shelves;
Storage under tables;
HC accessible desk;

Period 4 – Design and Engineering; Chorus, General Music, Band

Interviewed staff: Scott O'Brien, Bob Lapolt; Lynn Goodwin, Michael Gowdy;

The Ed Spec and Space Program were validated, with the following comments:

D&E:

Existing space is of adequate size;
Classrooms next to each other;
Ventilation and dust collection very important;
Storage space in each classroom;
Window wall desirable;
Computers along perimeter;
Smooth concrete or VCT floor;
Drinking fountain;
Sink in construction lab;
AC in computer space;

Music:

Possibly co-locate music rooms;
Acoustics and sound absorption;
Band: One large space with practice rooms along one side of perimeter; flat floor
+ percussion platforms in the back;

Chorus:

Pull-out platforms, 3 to 4 tiers;
Storage room/book storage;
1 office for 3 teachers;
Choral cabinets;
Piano space;

General Music:

Music lab with keyboards along perimeter;

Storage;
Close to bathrooms.

Period 5 – Language Arts

Interviewed staff: Lisa Allocoa, Laura Hamlan; Kathy Jesmonth, Virginia Goncalo

The Ed Spec and Space Program were validated, with the following comments:

Need for storage;
Book share;

Period 6 – History; Language Arts;

Interviewed staff: Eva White, Susanne Windsor, Marcy Lavoie, Penny Zurowski, Elise Graber

The Ed Spec and Space Program were validated, with the following comments:

VCT flooring, not carpet;
Proper storage;
Bookcases;
With 5 teachers team, it would be desirable to have movable dividers between two classrooms;

Period 6 – Pupil Services (Special Ed)

Interviewed staff: Kathie Shaughnessy, Kathy Kutia

The Ed Spec and Space Program were validated, with the following comments:

No relationship to Middle School operation.
Occupancy: 16 to 20 people at the same time.
Staff of 4: 2 individual offices + 2 work stations for admin. assistants in reception area.
Waiting area in separate room with 5 or 6 seats;
Kitchen: counter, base and wall cabinets, sink, microwave, coffee machine, under counter refrigerator, no stove.
1 file storage room, lockable and fire proof, adequate size;
Tutoring space;
Toilet;
Storage closet;
Large conference room for up to 22 people (32' x 14')
Table with 16 seats;

Projector and screen; marker board;
Security access, separate from school;
Directional signage.

Period 7 – Language Arts; Social Studies

Interviewed teachers: Rachel Finkelstein, Tracy Butterick, Kristen Magoun, Jason Lucas

The Ed Spec and Space Program were validated, with the following comments:

Adequate classroom size;
Lockers close to classrooms/team area;
Lockers dimensions: 12” x 12” x 6’-0” tall.
Full height book shelves;
Counter space;
Acoustics: no noise/sound transmission from room to room.

Period 8 – Cafeteria Staff

Interviewed staff: Sharon Floyd, Dorothy Gardner

The Ed Spec and Space Program were validated, with the following comments:

Existing kitchen well configured and well equipped;
Larger refrigeration units (walk-in refrigerators) desirable;
One tray return room and one (larger) dishwashing room better than existing set up (2);
Snack vending machines next to tray return window;
1 office in kitchen with window into kitchen space;
1 office in nearby area, not necessary to be within kitchen space;
Existing loading dock functions very well;
Larger storage;
Warmers opening from front and back;
Storage for tables and chairs;
Daylight;
Screen doors to loading dock.

After School – Special Education

Interviewed teachers: Mark Haney, Scott Cohn, Becky Nadeau, Danielle King, Jennifer Olsen, Sylvia Gilberto, Kelly Zachas

The Ed Spec and Space Program were validated, with the following comments:

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Maximum group size: 10 students, maybe divided into two sub-groups;
“Bump-out rooms” would be desirable;
Intensive reading classroom with computer space off main classroom (bump-out room);
Storage closet in each classroom;
Accessible individual toilet in proximity of classrooms;
Occupational therapy space with kitchen;
Guidance counselor, social worker, psychologist, speech and language should be close or part of central administration office suite.

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APPENDIX C – WJJMS SPACE PROGRAM

	EXST QTY	EXISTG SPACE	EXISTG S.F.	CURRENT NUMBER OF STUDENTS	FUTURE NEEDS	PROP. S.F.	PROP NUMBER OF Students	EXISTG STUD/ CLSRM @ SF/STUD	PROP STUD/ CLSRM @ SF/STUD	FURN & EQUIP NEEDS	Tecton-STANDARD SF/STUD		
ACADEMIC PROGRAMS AND APPLIED ACADEMIC PROGRAMS											SF/Student	#of Students /Room	S/F Room
Rm 20 (Depending on Tech in class)			720	25	? Comp Lab	900	30	<u>25@29</u>	<u>30@30</u>	Y			
Rm 113 (Depending on Tech in cl)			672	25	? Comp Lab	900	30	<u>25@27</u>	<u>30@30</u>	Y			
Design and Engineering:		2 rms off area stor area			2 Rms Office area Storag area					Y			
Design Lab Rm 107			1120	25	Design Lab	1200	25	<u>25@45</u>	<u>25@48</u>		48	25	1200
Construction Lab Rm 109			1176	25	Constr. Lab	1200	25	<u>25@47</u>	<u>25@48</u>		40	30	1200
Office			50	2 TCHR	Office	100	2 TCHR						
Storage			70		1 Storage	100							
Family and Consumer Science													
Food Lab FCS B		1 rm 4 kitchens stor	1568		1 Rm 5 Kitchens Storage					Y			
Storage Closet		1	36		1 Storage								
Kitchen 1		1	110	5	1 Kitchen	100	4	<u>5@22</u>	<u>4@25</u>				
Kitchen 2		1	90	5	1 Kitchen	100	4	<u>5@18</u>	<u>4@25</u>				
Kitchen 3		1	90	5	1 Kitchen	100	4	<u>5@18</u>	<u>4@25</u>				
Kitchen 4		1	100	5	1 Kitchen	100	4	<u>5@20</u>	<u>4@25</u>				
Kitchen 5 (Proposed)			N/A	0	1 Kitchen	100	4	N/A	<u>4@25</u>				
Classroom area			1210	20	1 Class area	1200	20	<u>20@60</u>	<u>20@60</u>				
Textile Lab FCS A		1 rm	1344	20	1 CL Room	1200	20	<u>20@67</u>	<u>20@60</u>	Y			
Language Arts													
Classrooms		11 CL Rms			12 CL Rms				25-28	Y			
Language Arts (8th)													
Rm 23			864	25	1 CL Rm	750	30	<u>25@35</u>	<u>30@25</u>	Y	25	30	750
Rm 32			875	25	1 CL Rm	750	30	<u>25@35</u>	<u>30@25</u>	Y	25	30	750
Rm 406			1796	25	1 CL Rm	750	30	<u>25@72</u>	<u>30@25</u>	Y	25	30	750
Additional LA rm for 2012-13			N/A new tm	N/A	1 CL Rm	750	30	N/A	<u>30@25</u>	Y			
Language Arts (7th)													
Rm 2			800	25	1 CL Rm	750	30	<u>25@32</u>	<u>30@25</u>	Y	25	30	750
Rm 6			800	25	1 CL Rm	750	30	<u>25@32</u>	<u>30@25</u>	Y	25	30	750
Rm 9			800	25	1 CL Rm	750	30	<u>25@32</u>	<u>30@25</u>	Y	25	30	750
Rm 12			800	25	1 CL Rm	750	30	<u>25@32</u>	<u>30@25</u>	Y	25	30	750
Language Arts (6th)													
Rm 203			672	25	1 CL Rm	750	30	<u>25@27</u>	<u>30@25</u>	Y	25	30	750
Rm 205			672	25	1 CL Rm	750	30	<u>25@27</u>	<u>30@25</u>	Y	25	30	750
Rm 213			672	25	1 CL Rm	750	30	<u>25@27</u>	<u>30@25</u>	Y	25	30	750
Rm 214			768	25	1 CL Rm	750	30	<u>25@31</u>	<u>30@25</u>	Y	25	30	750
Language Arts Specialist Office			192	TCHR/PAR	1 Office	400	TCHR/PAR						
Reading Ctr		4	910	15					12-15 +test	Y		current	

	EXST QTY	EXISTG SPACE	EXISTG S.F.	CURRENT NUMBER OF STUDENTS	FUTURE NEEDS	PROP. S.F.	PROP NUMBER OF Students	EXISTG STUD/ CLSRM @ SF/STUD	PROP STUD/ CLSRM @ SF/STUD	FURN & EQUIP NEEDS	Tecton-STANDARD SF/STUD		
ACADEMIC PROGRAMS AND APPLIED ACADEMIC PROGRAMS											SF/Student	#of Students /Room	S/F Room
Classroom areas (4 rms)			798	15	2 Rms	800	15	15@53	15@53				
Office Space			112	TCHR/PAR	1 Office	120	TCHR/PAR			Y			
SRBI Language Arts													
Rm 103 Language Arts Lab			672	10	1 CL Rm	750	15	10@67	15@50	Y			
Rm 116 Language Arts Lab			1152	5	1 CL Rm	750	15	5@230	15@50	Y			
Library/Media													
Library/Media Ctr		1 Lib/Med	3780	120 (1 Team)	1 Lib/Media	4000	120 (1 Team)		120@33	Y			
Stor 1		1	180		1 Storage	200				Y			
Stor 2		1	168		1 Storage	200				Y			
Office		1	220	TCHR/PAR	1Office	120	TCHR/PAR			Y			
Mathematics		7 rms	644		6 CL Rms			30(?) @21	30 @30	Y		Suggest ed room layout not attached (1 rm w/ small test rm)	
Mathematics (8th)													
Rm 25		1	864	25	1 CL Rm	750	30	25@35	30@25				
Rm 26		1	864	25	1 CL Rm	750	30	25@35	30@25				

	EXST QTY	EXISTG SPACE	EXISTG S.F.	CURRENT NUMBER OF STUDENTS	FUTURE NEEDS	PROP. S.F.	PROP NUMBER OF Students	EXISTG STUD/ CLSRM @ SF/STUD	PROP STUD/ CLSRM @ SF/STUD	FURN & EQUIP NEEDS	Tecton-STANDARD SF/STUD		
ACADEMIC PROGRAMS AND APPLIED ACADEMIC PROGRAMS											SF/Student	#of Students /Room	S/F Room
Rm 31		1	864	25	Not Needed	0	0	25@35	N/A				
Mathematics (7th)													
Rm 4		1	800	25	1 CL Rm	750	30	25@32	30@25				
Rm 5		1	800	25	1 CL Rm	750	30	25@32	30@25				
Mathematics (6th)													
Rm 201		1	896	25	1 CL Rm	750	30	25@36	30@25				
Rm 211		1	896	25	1 CL Rm	750	30	25@36	30@25				
Math Specialist Office/classrm			616	10	Office/CL	600	10 Stud/Par	10@61	10@60				
SRBI Math Lab													
Rm 105 Math			672	15	1 CL Rm	750	15	15@48	15@50				
Phys Ed/Health													
												With indoor climbing facility	
Gym A		1	7300	50	1 Gym	7300		50@146	50@146				
Locker rm A		1+1			1+1								
Girls A		1	1064	50	1 Locker Rm								
Boys A		1	1680	50	1 Locker Rm								
Gym B		1	7000		1 Gym	7000		50@140	50@140				
Locker rm B		1+1			1+1								
Girls		1	1280	50	1 Locker Rm	1280	50	50@26	50@26				
Boys		1	1200	50	1 Locker Rm	1200	50	50@24	50@24				
Adapt PE rm		1		2	1 Adpt PE		5						
Health classrm 215		1	1024	30	1 CL Rm	750	30	30@34	30@25				
Office Areas		3		4 TCHRs	4 Offices	400	1 Tchr each						
Stor Area 1		5			1 Storage								
Stor Area 2					1 Storage								
Stor Area 3			800		1 Storage								
Stor Area 4			800		1 Storage								
Stor Area 5			800		1 Storage								
Outdoor Softball Field		1		30	1 Regulation		30			Regulation			
Outdoor Soccer Field		1		50	1 Regulation		50			Regulation			
Outdoor Adventure Progr		1		50	Adventure Sp		50			Existing			
Track and Field Space					1 Regulation		100			Regulation			
Field Space for PE classes					Field Space		50		50@540	27000			
Outdoor Stor Areas					1 Storage	400							
Auxiliary PE Space (proposed if gym space is lost)			N/A	0	Aux Gym		25						

	EXST QTY	EXISTG SPACE	EXISTG S.F.	CURRENT NUMBER OF STUDENTS	FUTURE NEEDS	PROP. S.F.	PROP NUMBER OF Students	EXISTG STUD/ CLSRM @ SF/STUD	PROP STUD/ CLSRM @ SF/STUD	FURN & EQUIP NEEDS	Tecton-STANDARD SF/STUD		
ACADEMIC PROGRAMS AND APPLIED ACADEMIC PROGRAMS											SF/Student	#of Students /Room	S/F Room
Science		7 CL Rms			6 CL Rms						60	30	1800
Science rms (8th) w/stor area		3 CL Rm/Lab			2 CL Rm/Lab				30@60	Y		Prop. classrm/l ab combine d with shared prep/stor rms.	1800
Rm 21		1 CL Rm/Lab	864	25	1 CL Rm/Lab	1800			30@60	Y	60	30	1800
Rm 22		1 CL Rm/Lab	864	25	1 CL Rm/Lab	1800			30@60	Y	60	30	1800
Rm 24		1 CL Rm/Lab	864	25	Not Needed	n/a			30	Y			
Shared Storage Area					1 Storage								
Science rms (7th) w/stor area		2 CL Rm/Lab			2 CL Rm/Lab				30@60	Y	60	Prop. classrm/l ab combine d wsith shared prep/stor rms.	1800
Rm 1		1 CL Rm/Lab	800	25	1 CL Rm/Lab	1800			30@60	Y	60		1800
Rm 8		1 CL Rm/Lab	800	25	1 CL Rm/Lab	1800			30@60	Y	60		1800
Shared Storage Area					1 Storage								
Science rms (6th) w/stor area		2 CL Rm/Lab			2 CL Rm/Lab		30		30@60	Y	60	Prop. classrm/l ab combine d wsith shared prep/stor rms.	1800
Rm 206		1 CL Rm/Lab	1120	25	1 CL Rm/Lab	1800	30		30@60	Y	60		1800
Rm 210		1 CL Rm/Lab	896	25	1 CL Rm/Lab	1800	30		30@60	Y	60		1800
Shared Storage Area					1 Storage								
Social Studies rms w/stor area		7			6 rms +stor areas			30	30	Y	25	30	750
Soc. Stud. rms (8th) w/stor area													
Rm 27		1	864	25	1 CL Rm	750	30	25@35	30@25				

	EXST QTY	EXISTG SPACE	EXISTG S.F.	CURRENT NUMBER OF STUDENTS	FUTURE NEEDS	PROP. S.F.	PROP NUMBER OF Students	EXISTG STUD/ CLSRM @ SF/STUD	PROP STUD/ CLSRM @ SF/STUD	FURN & EQUIP NEEDS	Tecton-STANDARD SF/STUD		
ACADEMIC PROGRAMS AND APPLIED ACADEMIC PROGRAMS											SF/Student	#of Students /Room	S/F Room
Rm 28		1	864	25	1 CL Rm	750	30	<u>25@35</u>	<u>30@25</u>				
Rm 29		1	864	25	N/A	0	N/A		N/A				
Soc. Stud. rms (7th) w/stor area													
Rm 3		1	800	25	1 CL Rm	750	30	<u>25@32</u>	<u>30@25</u>				
Rm 7		1	800	25	1 CL Rm	750	30	<u>25@32</u>	<u>30@25</u>				
Soc. Stud.rms (6th) w/stor area													
Rm 200		1	704	25	1 CL Rm	750	30	<u>25@28</u>	<u>30@25</u>				
Rm 209		1	672	25	1 CL Rm	750	30	<u>25@27</u>	<u>30@25</u>				
World Languages		4 rms			4 + grp inst rm					Y			
Rm 10		1	800	25	1 CL Rm	750	30	<u>25@32</u>	<u>30@25</u>				
Rm 101		1	672	25	1 CL Rm	750	30	<u>25@27</u>	<u>30@25</u>				
Rm 106		1	672	25	1 CL Rm	750	30	<u>25@27</u>	<u>30@25</u>				
Rm 108		1	672	25	1 CL Rm	750	30	<u>25@27</u>	<u>30@25</u>				
SUPPORT SERVICES			1800										
ELL		1 shared rm	616	5	1 CL Rm w/stor clos	750	10	<u>5@123</u>	<u>10@75</u>	Y		conferen ce table for 10	
Health and Wellness (Nurse)		1 rm w/ bathrm	1002		1 off rec/wait 2 HC bathr exam rm(s) 3 beds stor cl coat cl					Y			
Psychology/Social Work		1 s.w. off 1 p. off			same as existing	240	2		<u>1@120</u>	Y			
School Counseling		3 off 1 classrm			3/ off 1 classrm 1 conf rm				4 each 30 12 min	Y		Access to conferen ce rm	
Office 1		1 Office		1 Counselor	1 Office	200	1 Counselor						
Office 2		1 Office		1 Counselor	1 Office	200	1 Counselor						

	EXST QTY	EXISTG SPACE	EXISTG S.F.	CURRENT NUMBER OF STUDENTS	FUTURE NEEDS	PROP. S.F.	PROP NUMBER OF Students	EXISTG STUD/ CLSRM @ SF/STUD	PROP STUD/ CLSRM @ SF/STUD	FURN & EQUIP NEEDS	Tecton-STANDARD SF/STUD		
ACADEMIC PROGRAMS AND APPLIED ACADEMIC PROGRAMS											SF/Student	#of Students /Room	S/F Room
Office 3		1 Office		1 Counselor	1 Office	200	1 Counselor						
Classroom 110		1 CL Rm	616	25	1 CL Rm	750	30						
Conference Room (Proposed)		Conf.	N/A	N/A	1 Conf. Rm	400		N/A					
Special Education		Various Classrooms and office space			3 small group rms 2 classrms w/ stor					Y		Reading lab shared with languag e arts	
Rm 11			800	15	1 CL Rm	750	15	<u>15@53</u>	<u>15@50</u>				
Rm 15			616	15	1 CL Rm	750	15	<u>15@41</u>	<u>15@50</u>				
Rm 13 PT Support Services			476	15	1 PT Rm	750	15	<u>15@32</u>	<u>15@50</u>				
Rm 18			476	15	1 CL Rm	750	15	<u>15@32</u>	<u>15@50</u>				
Rm 30			864	15	1 CL Rm	750	15	<u>15@58</u>	<u>15@50</u>				
Rm33 (Hanney)			1088	15	1 CL Rm	750	15	<u>15@73</u>	<u>15@50</u>				
Rm 114 (Enrichment)			616	15	1 CL Rm	750	15	<u>15@41</u>	<u>15@50</u>				
Rm 207			672	15	Not needed		15	<u>15@45</u>	<u>15@50</u>				
Speech and Language		1 rm	90	3	1 Office/Rm	400	10	<u>3@30</u>	<u>10@40</u>	Y		Services provided in other spaces as well. Existing size adequat e.	
GENERAL FACILITIES													

	EXST QTY	EXISTG SPACE	EXISTG S.F.	CURRENT NUMBER OF STUDENTS	FUTURE NEEDS	PROP. S.F.	PROP NUMBER OF Students	EXISTG STUD/ CLSRM @ SF/STUD	PROP STUD/ CLSRM @ SF/STUD	FURN & EQUIP NEEDS	Tecton-STANDARD SF/STUD		
ACADEMIC PROGRAMS AND APPLIED ACADEMIC PROGRAMS											SF/Student	#of Students /Room	S/F Room
Administrative Offices		3 off secr area uni bath coat closet storage cl satell off	1674		3 off 3 secr area stud sup rm susp rm disc seat kitchen M&W toil work area					Y			
Conference off Faculty Rm	1		575										
Cafeteria/Kitchen		Kitchen serving 2 dining	131		Kitchen storage serving dining outdoor dine							2 seating areas; new construc tion	
Café A			2112	131	1 Café	2600	130	131@16	130@20				
Café B			2112	131	1 Café	2600	130	131@16	130@20				
Kitchen			2016	700									
Lunch Detention Rm (Proposed)			N/A	N/A	Det. Rm	400	15	N/A	15@27				
Communications					Production studio							Prod studio ed specs anre not attached .	
Conference Room ?		1 rm	700		1 Conf Rm	1000				Y		Consider small conf rms througho ut bldg	
Copier and Storage Rooms										Y		Storage rm to include small work area	
Copier Rm 112			616										

	EXST QTY	EXISTG SPACE	EXISTG S.F.	CURRENT NUMBER OF STUDENTS	FUTURE NEEDS	PROP. S.F.	PROP NUMBER OF Students	EXISTG STUD/ CLSRM @ SF/STUD	PROP STUD/ CLSRM @ SF/STUD	FURN & EQUIP NEEDS	Tecton-STANDARD SF/STUD		
ACADEMIC PROGRAMS AND APPLIED ACADEMIC PROGRAMS											SF/Student	#of Students /Room	S/F Room
Storage RM (8th gr)			144										
Storage RM (gym)			closet size		1rm/team/g								
Storage RM (2nd fl)			closet size		aca								
Storage Rm (13/15)			closet size		r1rm/app								
Exterior Storage		1 shed	112		1 bldg w/M&W toil 2 stor sheds					Y			
Faculty Dining Room/Work Area		1 rm 1 work area	1012/675		1 kit area 1 eat area 1 sitting 1 work area 1 coat cl	1700		24 seats		Y		To be located near cafeteria	
Field and Outdoor Space		1 soccer 1 softball 1 advent str			1 soccer 1 softball 1 baseball 1 advent str 1 track					Y		4 classes concurre ntly	
Lockers		6th, 7th, 8th homerm corridors			banks of lockers not in main corr					Y			
Parking/Traffic Flow/Ext Lighting									30 busses ? Visitors Stacking	Y		Lighting, landscap ing	
Pupil Services and Special Ed Office		11 rms	2640		Rec 2 work st 1 off adm 1 off asst 1 off eval 1 conf rm 1 tutor 1work rm 2 stor rms 1 uni toil 1 kitch					Y		Prop separate entrance , 8-10 pkg spaces,	

	EXST QTY	EXISTG SPACE	EXISTG S.F.	CURRENT NUMBER OF STUDENTS	FUTURE NEEDS	PROP. S.F.	PROP NUMBER OF Students	EXISTG STUD/ CLSRM @ SF/STUD	PROP STUD/ CLSRM @ SF/STUD	FURN & EQUIP NEEDS	Tecton-STANDARD SF/STUD		
ACADEMIC PROGRAMS AND APPLIED ACADEMIC PROGRAMS											SF/Student	#of Students /Room	S/F Room
School Store		Folding table			1 rm	144				Y			
Student and Staff Lavs										Y		Through out; easy to supervis e	
Handicapped Lav			70										
Boys Lav 8th			240										
Girls Lav 8th			336										
Staff Lavs 8th x2		x?	144										
Girls Lav 6th			240										
Boys Lav 6th													
Staff Lavs 6th x2			108										
Custodial										Y		Through out bldg;	
Office			448										
Circulation/Mech Space			405										
MISC													
Lunch detention Rm 404			1056										
Multi purpose Rm 216			784										
OTHER COMMUNITY CONSIDERATIONS													
Auditorium					Stage/curt house dress rms w/toilets orch pit instr stor stor control rm acoust shell ticket booth foyer				800-900 @7	5600-6300 house only			

	EXST QTY	EXISTG SPACE	EXISTG S.F.	CURRENT NUMBER OF STUDENTS	FUTURE NEEDS	PROP. S.F.	PROP NUMBER OF Students	EXISTG STUD/ CLSRM @ SF/STUD	PROP STUD/ CLSRM @ SF/STUD	FURN & EQUIP NEEDS	Tecton-STANDARD SF/STUD		
ACADEMIC PROGRAMS AND APPLIED ACADEMIC PROGRAMS											SF/Student	#of Students /Room	S/F Room
Production Studio					TV studio edit rm	800						Min 12' clear height, possibly 14'.	
Track					Track								

SF/Total
1200
1200
9500
750
750
750
750
750
750
750
750
750
750
750

SF/Total
10,800
3600
1800
1800
3600
1800
1800
3600
1800
1800
4500

SF/Total

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COLCHESTER, CT
JUNE 30, 2012

APPENDIX D
SENIOR CENTER AND COMMUNITY CENTER SPECIFICATIONS

Town of Colchester
Specifications for Multi-Purpose Community Center
December 22, 2011

Introduction:

This document is the work of a committee of several department heads, three of whom would move with their departments to the proposed multi-purpose community center should it be built. This overview highlights facility priorities, as identified by the department heads, followed by a detailed spreadsheet identifying specific capacities, furnishings, surfaces, adjacency and supervisory needs of the facility. Specific details will be fleshed out by working with an architect. The detailed spreadsheet includes many more “wish-list” items than identified in this overview document.

Basic assumptions:

A multi-purpose community center comprising the staff and services of the Colchester Senior Center, Colchester Parks & Recreation, and Colchester Youth & Social Services departments. The proposed site is the 1964-construction side of the Johnston Middle School located on Norwich Avenue. The existing space already has a commercial kitchen, two cafeteria spaces, a gym, locker rooms, and classroom space facilities, which may or may not be suitable for repurposing. The new community center would serve Senior citizens ages 50+, youth ages 8-13 after school, parks & recreations users of all ages including summer day camp attendees, and social services clients including food bank clients. In addition, community organizations and residents would use some of the space for meetings, parties, or other functions, which could provide some income to offset the costs of the facility. The community center would also be the designated emergency shelter for the Town of Colchester, so a high-capacity generator to power the kitchen and light rooms would be required.

General Building Requirements:

- ADA compliant, including elevator to reach all levels
- Covered drop-off/pick-up area to accommodate buses
- Custodial space
- Drop-Off/pick-up loop for program participants
- Energy efficiency
- Generator
- HVAC & Mechanical spaces as determined by the architect
- Parking
- Private office suite, including a conference room, break room, and restrooms
- Public restrooms

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- Public staff areas for assisting residents
- Site plan to allow for separate traffic flow for community center apart from traffic associated with schools.
- Storage throughout the facility, see listing at end

Shared Programmatic Spaces:

This list comprises spaces that would be shared, although they may appear again as specific high priority needs for individual departments.

- Cafeteria/Kitchen Facility
- Classroom sized spaces
- Multi-purpose rooms that can open up to one large space
- Display Cases
- Game Room
- Gymnasium
- Lobby/Reception Area
- Smaller rooms for small groups
- Technology Lab

Senior Center Space:

Although the activities of the Senior Center would expand into other areas of the shared facility, the following spaces are core to the daily program of services and activities of the Senior Center, generally operating from 8:30 am to 3:00 pm. Entrance to the facility should be at ground level or gently ramped.

- Multipurpose room for recreational activities including, but not limited to: exercise, dancing, tai chi, yoga, bingo, arts and crafts, card playing, etc.
- Kitchen and dining space to prepare and serve 150 meals.
- Private space for medical/counseling provider services, usually 1:1.
- Library/Computer/Classroom space
- Gift shop

Youth Services Space:

Youth Services has identified the following facilities as core to its program and mission and would expect to expand into shared spaces for after school programming, generally 2:30 to 6:00 pm.

- Game Room with pool table, air hockey, etc.
- Youth lounge
- Outdoor/Playground space for outdoor programming
- Group counseling rooms, usually working with 12-18 people

Social Services Space:

Social Services' priority requirements center on the need for privacy and for operating the food bank. Dedicated, ground-level access for the food bank is critical as contributions are heavy and awkward to transport into and around the building.

- Private social services offices for clients to meet with social services staff or counselors from outside agencies, usually 1:1 or in very small groups.
- Food Bank facility including separate storage and shopping areas
- Private entry, with loading/unloading zone for deliveries

Parks & Recreation Space:

The number of shared rooms available to the Parks & Recreation department will vary over the course of the day and will be the single biggest limiter of programming opportunities for all ages. This list identifies priority specialized spaces for this department.

- Gym
- Elevated track
- Fitness/Dance classroom
- Activity rooms

Storage:

Professionals in other communities all agreed that storage was an ongoing critical need and that lack of storage was a constant struggle in facilities of all ages. Secure storage has a direct impact on the ability to make each space as flexible as possible, allowing a room to be turned over many times in the course of a day. Realistically, all available storage will be filled up in time. With that in mind, the following types of storage are high priorities for the facility.

- Storage room(s) for tables and chairs
- Closets/storage cabinets throughout the facility, in classroom spaces
- One large closet for each department for program supplies
- Large cabinets for groups regularly using the facility (~ 4' tall, 3' wide, and 30" deep)
- Storage closets for multiple users of shared programming space such as art/pottery studio, gym, music

Members of the committee:

Greg Plunkett, Facilities
Patti White, Senior Center
Val Geato, Youth & Social Services
Cheryl Hancin, Parks & Recreation
Kate Byroade, Cragin Memorial Library

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COLCHESTER, CT
JUNE 30, 2012

APPENDIX E
SENIOR CENTER AND COMMUNITY CENTER – MEETING NOTES

WILLIAM J. JOHNSTON MIDDLE SCHOOL
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COLCHESTER, CT
JUNE 30, 2012

Final review meetings with department heads were conducted by Marco Tommasini, of Tecton Architects, Inc. and took place on May 31, 2012 and June 4, 2012 at the Colchester Town Hall.

May 31, 2012

Attendees:

Patti White – Senior Center
Cheryl Hancin – Parks and Recreation
Kate Byroade – Librarian (group facilitator)
Greg Plunkett – Director of Facilities, Operations and Grounds

June 4, 2012

Attendees:

Valerie Geato – Social Services, Youth Services
Greg Plunkett – Director of Facilities, Operations and Grounds

The purpose of these meetings was to obtain final approval of the conceptual space program layouts and areas allocated to the Senior Center, Parks and Recreation, Social Services and Youth Services. The Department Heads approved the allocation and configuration of their respective departments' space with the following comments:

General:

Tecton shall verify the space program against the floor plan layout for consistency.
Designate storage space for Senior Center, Parks and Recreation, Social Services and Youth Services in 4 classrooms on the 2nd floor of the existing 6th grade wing.

Senior Center:

As requested during the Building Committee meeting of May 24, 2012 a door will be shown, separating the Senior Center program spaces from the dining/multi-purpose room and kitchen. This will allow the use of the kitchen and dining facilities for events after the Senior Center is closed.

Parks and Recreation:

The fitness area that is part of Parks and Recreation space program is not shown in the floor plan layout. It can be shown on the second floor of the existing 6th grade wing, directly above the Parks and Recreation Yoga/Dance space.

Youth Services:

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Show 2 offices in the space designated for Youth Center, in lieu of shared office.
The reception area can be allocated also to youth services, instead of shared space.

Social Services:

No comments.

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Shared Programmatic/Facility Needs									
Purpose	Capacity	Est. Square Footage Req. PP	Total SF exterior	Total SF est interior	Equipment and Furnishings	Adjacency or Distance	Supervisory Requirements	Comments	Tecton comments
Multipurpose Rooms: Flexible space to accommodate a wide array of programming and purposes. Available for rent/use by local residents and organizations for meetings.	Seated capacity of 120, subdividable	7 SF -for auditorium, 15 SF for dining		2,400	Subdividable into two or three spaces with permanent, flexible, floor-to-ceiling dividers. Technology-friendly.		Depends on group/purpose.	Town Hall meeting rooms 1-3 as an example.	Divide into 3 possible spaces.
Classroom-sized spaces for general classes. Available for rent/use by local residents and organizations	25	20 sf pp- traditional classroom		4,800	Tables and Chairs. Closets or cabinets. Mirrored wall to accommodate additional dance/fitness instruction.		Depends on group/purpose.	Corridor walls should have windows for exterior monitoring	8-10 - Boy Scouts, Girl Scouts. All should have project screens.
Covered Drop-Off: To allow safe pick up and discharge of bus passengers and youth by parents.	1 bus	50 x 12	600		Ramped sidewalk, covered entryway.	Close to Senior Center Entrance	None		
Small kitchen: For instructional programming, for youth services to use for programming, to support community groups such as boy and girl scouts.	20			800	2 sinks, 2 refrigerators, 2 stoves, counters, locking cabinets, tables, dishwasher, microwave	Near multipurpose rooms	By instructional staff when in use		Two separate spaces.
Screening of educational and entertainment programs.	50-150				Screen, projection and audio systems, seating.	Close to multipurpose rooms	Equipment must be secure when not in use.	May simply be equipment present in a multipurpose room.	Place av equipment in multi-purpose as well as most educational/classrooms
Art activities: ceramics, pottery, crafts, textiles	20 people	45 SF pp (750-990 SF)		850	Tables, art sink, handwashing sink, storage cabinets, drying rack, easels, stools, ceramic kiln	Close to multipurpose rooms	By instructional staff when in use.	Separate materials storage for different programs.	Sinks
Childcare Room: Space to care for young children while parents/cargivers attend programming, parent mentoring, or counseling.	20 people	35 SF per child		700 sf	Toy Storage, Changing table, handwashing sink, chair(s) for infant feeding, carpeting. NOT intended as classroom space.	Close to multipurpose rooms	Staff	Room should have large window to allow for proper supervision of adults working with young children.	2 rooms, adjacent. One for "Mommy and Me" programs. Exclusive use for Comm. Ctr.
General restrooms for the public.	As determined by architect.	A3 - 1/125- Men, 1/65 Women. Lavs- 1/200. 1/500-DF, 1 Service sink. B- 1/25/50 for toilets. Lavs-1/40/80. DF- 1/100, and 1 service sink.Ed- 1/50, 1/50 Lavs, DF-1/100, 1 Service sink.		Senior Men: 2 toil; 2 lavs; Senior women: 2 toil; 2 lavs; Youth Boys: 2 toil; 2 lavs; Youth Girls: 2 toil; 2 lavs;	As architect determines.	As architect determines.	None	One directly accessible from cafeteria space.	Exceed code -
Coatroom areas for seniors and youth: For seniors: coats, boots and raingear. Youth: coats, backpacks, musical instruments, sporting equipment	150/150			600	Seniors: Open closet space with hangers. Youth: Coat hooks, and bins/cubbies for other items.	Senior: Close to Senior Center Entrance Youth: Close to Youth Services Entrance	None		
Office Suite: Offices for department heads, offices for 4 social services coordinators, shared office space for up to 10 admin & general employees, conference room(s), break room, restroom	13-15	Dept. Heads - 3 @150, 2 SS @ 120, 10 Admin @ 42, Conf room 330 SF, Break room 120, Restrooms - 150 SF for two units. 1560 + 30% circulation =		2,028	Desks, cubicles, chairs, computer workstations, some file cabinets, conference table & chairs, copier/printer,	Separate from programming and counselling areas.	Locked, accessible to staff via key or other control system.	Private (non-programmatic) office areas are a national accreditation requirement for Senior Centers.	Will separate office needs by department. Staff break room and conference room should be centralized.
Reception/Counter/ lounge area(s) for staff to connect with residents.	?			200	Reception desk/Counter, task chair, guest chairs	Possibly "public" face of shared office suite.	Secure when not staffed.	Outstanding question: Will these spaces be adjacent to the shared office suite or distributed throughout the building for specific program areas?	Minimum sq footage required. "Welcome" area.
Fields for outdoor sports: soccer, baseball, etc.	3 fields	120 x 70 - Soccer field, Baseball - 400 x 400, Outdoor track - 32 ft. x 1320 ft			To allow for differing use, possibly and outdoor track.		As needed.	Not needed if school fields are easily accessible and available for programming.	

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Outdoor sign: Programmable announcements to alert visitors and passersby to events.	1 unit					Close to road.	None	See Newington High School or Rocky Hill FD for examples.	Electronic sign and Flat screens
Parking for seniors and other users.	75 cars	300-400 SF per car	26,250		Permeable paving? Parking stalls with easiest accessibility.	Close to Senior Center Entrance. Away from school children/youth.	None	Site plan should allow for separate traffic flow to facility separate from school traffic.	Define actual parking need.
Generator for power outages, to support use of facility as a shelter for up to 10 days.	200?				Generator	Near Mechanical space.	As needed.		Need pad away from bldg. 40ft x 10 minimum for pad, plus tank for fuel.
Gardening for all ages	NA						None	This does not need to be designed, but should be part of the vision of the site plan.	
One large dedicated storage room for each department to hold seasonal equipment and general programming supplies.	As determined by architect.	400 SF per department		1,600	Shelving, cabinets, drawers, storage for specific equipment.	Between staff suite and multipurpose rooms.	Locked, accessible to departmental staff.		4 Departments - Parks & Rec, Social Services, Senior, Youth. Each should have their own storage within dept.
Storage for chairs and tables	300 chairs & 24 tables			400	Movable racks for tables and chairs.	Close to multipurpose rooms	None	Multiple closets, but total capacity should meet all needs.	Within multipurpose room
Large locking cabinets to allow organizations to store basic equipment for their meetings & programs.	10-20 cabinets			200	Cabinets	Close to multipurpose rooms	None	Approx. 24" x 36" x 42" each cabinet, Organizations would rent on annual basis	Large, lockable cabinets
Central Break Room	10-12 people			400					
Central Conference Room	10-12 people			400					
Future Pool: Swimming instruction, general recreational use, and water exercise.	?				Zero-depth entry for multipurpose pool including three lap lanes.	Close to locker room shower space.	Certified Lifeguards at all times.	Overall design should allow for future addition of pool.	
TOTAL SQUARE FOOTAGES - SHARED			26,850	14,678					

**Community Center Needs Assessment
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Parks & Recreation									
Purpose	Capacity				Equipment and Furnishings	Adjacency or Distance	Supervisory Requirements	Comments	
Elevated track: Walking & Running for all ages	20				lanes, clock	Elevated above gym or around gym area	General		
Fitness/dance class room: Aerobics, Ballet, Social Dance, Yoga, etc.	20-30?			900	Mirrored Wall, bar, smooth flooring	Close to multipurpose rooms	By instructional staff when in use.		Existing gym is available for use for some of these functions prior to 2:30.
Gym: Basketball, volleyball, Badminton, diverse organized athletic activities for all ages	Collapsible bleachers for 200			5,000	1 full legal basketball court subdivided into 2 practice courts, bleachers, volleyball stands, scoreboard, wood flooring	Close to kitchen for concessions or food	Depends on group	Should be dividable. Priority for Parks & Rec after 2:30	Existing gym is available for use for some of these functions after 2:30.
Locker room: Shower and changing area for all facility users, including teams. Showers for general public when facility is used as a shelter.	25/25/10			1,800	Lockers, benches, sinks, showers	Close to gym; accessible to potential future pool area	Depends on group	1 Male, 1 Female, plus 1 family room	What is available in gym area?
Storage for equipment to be used in the gym.	?			300	Balls, nets, cones, etc.	Directly off gym	Staff only		Large existing storage room in gym.
Pre-K programming room: For young children and parents together.	40			900	Soft flooring. Storage closet for program supplies.	Close to multipurpose rooms	By instructional staff.	This may be a general multipurpose room, but should be carpeted and safe for very young children.	2 adjoining classrooms.
Climbing wall	4 lines				As determined by architect	Close to Gym	By instructional staff when in use.	Separate from gym	Existing in gym.
Fitness Equipment Room	20			800	Stationary exercise equipment: treadmills, elliptical, step, rowing, etc.	Centrally located	Depends on group, assume one instructor.		
Exam room in Community area	1			125					
TOTAL SQUARE FOOTAGES - PARKS & REC				9,825					

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Senior Center									
Purpose	Capacity				Equipment and Furnishings	Adjacency or Distance	Supervisory Requirements	Comments	
Reception/Counter/ lounge area(s)				200	Tables and chairs. These should be easy for those with physical limitations to use.	Gift shop, Hair salon			
Bistro/Café: Dining for Seniors, Concessions for P&R, and designated snack area for YS	150	30		3,600	Tables and chairs. These should be easy for those with physical limitations to use.	Next to Large Kitchen. Close to a building entrance.	General	Heavy use by other groups/community can be anticipated.	Research bistro type service. Serves lunch and continental breakfast.
Gift shop: common feature of senior centers	4			400	Sales counter, glass display cases, slatwall retail display, clothing rack.	Within Senior Center - close to lobby area	Locked when not in use.	Possible source of revenue/fundraising.	What is being sold? Crafts, cards. Misc.
Large Kitchen: For Senior Center: Ability to prepare 150 meals. Ability to serve those using facility as a shelter. Banquets.	As determined by architect.			1,200	Commercial kitchen equipment as needed to support daily meals.	Adjacent to Cafeteria.	As needed.	Priority for Senior Center during daytime hours.	
Senior Lounge: Conversation and small informal group seating.	20			750	Comfortable supportive seating that is easy to get up from. May incorporate small library area with bookshelves.	Within Senior Center	Minimal	Must be separate from Youth Lounge	Can we put in a fireplace?
Private counseling/examination/treatment space for medical professionals. Well child visits for grant programs. First Aid for everyone.	As determined by architect.			600	Examination table, dental chair, medical supplies cabinet, scale.	Within or close to Senior Center space.	Locked when not in use.	2-Medical offices, 1- Private counseling office, 1 massage room?	May need two separate spaces.
Library/Computer/Classroom for quiet reading, computer use.	10			500	Study tables & chairs, bookshelves. Computers	Within Senior Lounge			
Hair Salon: To serve 2 individuals	2 salon chairs			400	4 salon chairs, sinks, cabinets	Within Senior Center			This would be chair rental
Pool table, game room	12			1,000	Billiards, card games	Close to art/craft space, Senior Center area.	By instructional staff	Attractive to male users, useful rental opportunity for evenings.	
Fitness center/room for Seniors only	10			700					Get list of suitable fitness equipment - Wii, bicycle,
Toilet rooms				300					Exceed code
Veterans space				300	Mtg/Storage/Display space				
Offices - 3, and 2 cubicles				500	Offices for Patti, Donna, Priscilla, and 2 cubicles				
TOTAL SQUARE FOOTAGES - SENIOR CENTER				10,450					

**Community Center Needs Assessment
Draft Merged Specifications Current Version 1.3**

Social Services									
Purpose	Capacity				Equipment and Furnishings	Adjacency or Distance	Supervisory Requirements	Comments	
Food Bank: Food Storage for donated food and other donations, plus "shopping" area for clients to pick up food.	Very large, 6,000 - 7,000 sq. ft.			7,000	Shelving for donated food, including shelving, refrigerators, freezers, bins for other donated items such as coats.	Shopping area should be separate from volunteer stocking area.	Staff	How about perishable food?	Need freezer/refrigerator for perishables. Currently have 3 freezers, 2-refrigerators. Minivans deliver food to space.
Social Services Offices: Private counseling for social services intake and residents receiving services.	4 per office			700	Desk, chair, sofa or comfortable chairs, bookcases	Discreet entry from rest of facility	By social services staff as needed	Privacy is a high priority.	How many offices?
Separate, discreet entrance and waiting areas for recipients of food				500					
TOTAL SQUARE FOOTAGES - SOCIAL SERVICES				8,200					

**Community Center Needs Assessment
Draft Merged Specifications Current Version 1.3**

Youth Services									
Purpose	Capacity				Equipment and Furnishings	Adjacency or Distance	Supervisory Requirements	Comments	
Game room: Billiard tables, Fooseball table, ping-pong, air hockey, etc.	10 seniors, 40 youth			1,000	Game tables and equipment, as listed under purpose.	Close to multipurpose rooms	Depends on group.	Centrally located, lots of windows.	
Group Counseling: Comfortable, private group counseling space.	8-12 clients			300	chairs, tables, comfortable ounge seating.	Youth Services area	By staff, with corridor window.		
Technology Room: Technology instruction and access for homework	20			2,000	Workstations, chairs, smartboard, projection, fully wired.	Close to multipurpose rooms, youth services library space.	By instructional staff.	May serve as a training space for teachers or adult ed students.	
Youth lounge: Informal group programming, large group discussion, study, waiting, conversation area	50			1,200	Possibly stepped, carpeted amphitheatre space with cushions for informal lounging.	Youth Services area	Line of sight with Youth Services staff	Must be separate from Senior Lounge	
Library/Quiet Study: for quiet study, tutoring, reading.	20			600	Study tables & chairs, book shelves. Computers	Adjacent to youth lounge/technology room	Line of sight with Youth Services staff		
Outdoor/Playground: For children attending after school youth services programming and summer day camp program	As determined by architect.				Controlled dedicated outdoor playspace for youth programming, including free play. Basketball, outdoor games.	Close to youth services.	As needed.	Not needed if school grounds are easily accessible and available for youth services.	
TOTAL SQUARE FOOTAGES - YOUTH SERVICES				5,100					
GRAND TOTAL - ALL GROUPS			26,850	48,253					

Additional Notes from 3/30/12 meeting -

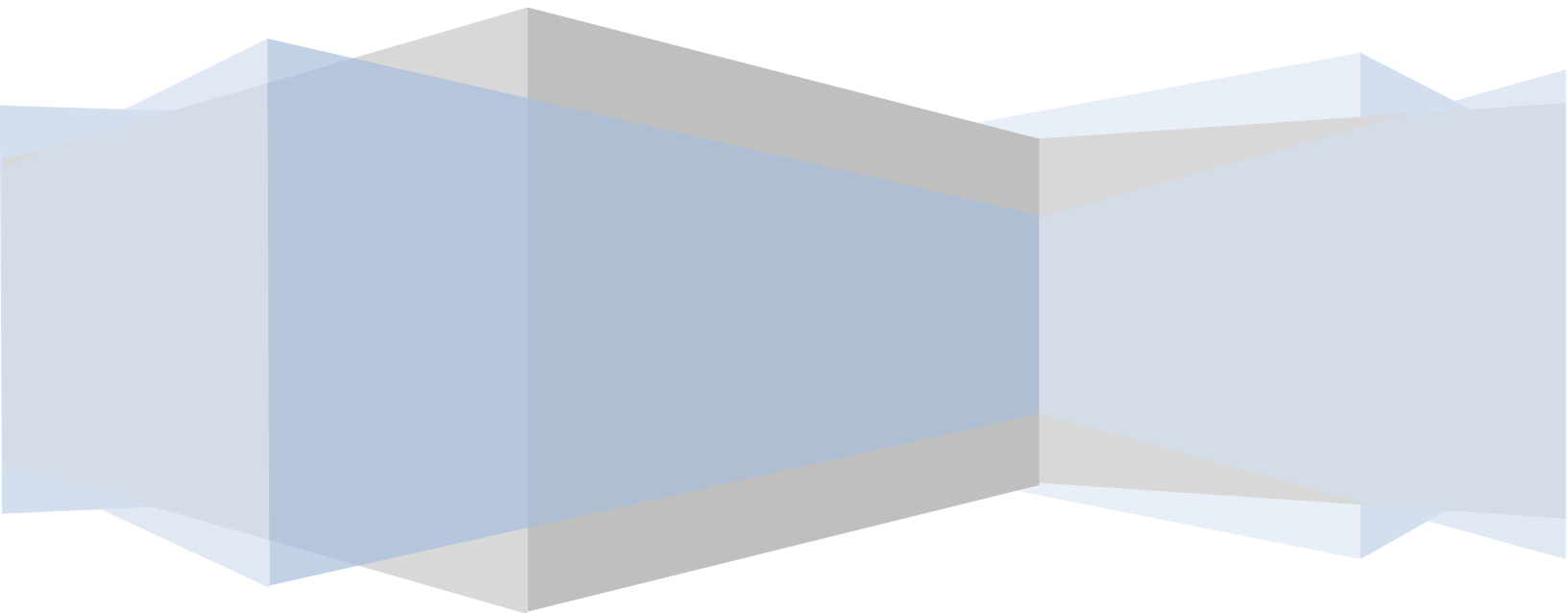
1. put sinks in various classrooms to extend potential useability for different functions.
2. All classrooms should have projection/technology
3. Social Services should have a discreet entrance for privacy/confidentiality of food recipients
4. Wireless throughout building
5. Veteran space needed (small room, plus storage for flag

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COMMUNITY CENTER AND
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COLCHESTER, CT
JUNE 30, 2012

APPENDIX F
SENIOR CENTER AND COMMUNITY CENTER – SPACE PROGRAM

Colchester Senior Center Study Group

Report to the Board of Selectmen



Colchester Senior Center Study Committee Report

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April 1, 2011

The Honorable Gregg Schuster, First Selectman
Town of Colchester
127 Norwich Avenue
Colchester, CT 06415

Dear First Selectman Schuster,

It has been my honor to serve as the Senior Center Study Committee Chair alongside nine other dedicated appointees. The members of the study committee gave willingly of their time and talents, extending their participation beyond their initial commitment to ensure that we reviewed all available options with the same vigor. I am pleased to inform you that we met our charge on behalf of the residents of Colchester.

On behalf of the Senior Center Study Committee, I ask that you accept this report as a summary of our work and thoughtfully consider the recommendations it contains for the new facility and enhanced services. Assuming that we can adequately address parking and traffic safety issues and guarantee a separate, dedicated space, the committee supports the use of the William J. Johnston Middle School for the new senior center.

This decision is consistent with the preference expressed by Colchester residents through a community survey conducted in November. In an additional recommendation, the study group would ask that I (or my designee) serve on any related planning and development activities as this important work moves forward.

Again, thank you for the opportunity to serve on the Senior Center Study Committee. I look forward to your feedback and would be happy to respond to any questions you may have. Please feel free to contact me should you need any additional information to fully consider our recommendations.

Best Regards,

Theresa Hendricksen

Theresa Hendricksen, Chair
Colchester Senior Center Study Committee

Colchester Senior Center Study Group Membership

Theresa Hendricksen, Chair

Norm Dupuis, Vice Chair

Jody Barr

Jack Faski

Goldie Liverant

Michelle Kormoroski

Pat Nardella

Pam Scheibelein

Winnie Standish

Selectwoman Rosemary Coyle, BOS Liaison

Donna Skawinski, Alternate

Study Group support provided by:

Patti White, Senior Center Director

Executive Summary

The Town of Colchester, like many towns across Connecticut, is struggling with ways to best address the needs of its senior citizens. This has become a more daunting task in recent times in light of competing demands within the context of reduced revenues and tightening budgets due to the economic recession.

A small, passionate group of residents were asked to come together and form the Senior Center Study Group. The group began meeting in late 2009 to examine which of the following three options - a new stand alone center, a joint/multi-purpose center and/or housing the senior center in existing facilities - would be the best way to proceed. They were also asked to identify a set of core services that should be offered to seniors and to recommend what populations should be served by the senior center. After months of vigorous discussion and extensive information gathering, the Senior Center Study Committee has come to a thoughtful and responsive decision.

With regard to the core senior services, the study group is recommending that a variety of programs, activities and services should be available. The results of a community survey showed that residents as a whole support an array of services including health and nutrition, recreation and leisure, as well as educational and social services. With regard to the population(s) to be served the group focused exclusively on meeting the needs of seniors in the community, with the majority of survey respondents indicating that services should be provided to those 55 and older.

With regard to the facility and its location, several options were considered. The Town Planner generated a list of vacant parcels and discussions were held with the Bacon Academy Board of Trustees on options for renovating or purchasing the building that currently houses the senior center. The study group visited several senior centers in the region as well as the William J. Johnston Middle School.

After sixteen months of deliberations, the study group is recommending that a separate dedicated space for the new senior center be included in the plans to renovate the William J. Johnston Middle School, provided that parking and traffic safety concerns are a priority in the planning process, and adequately addressed in the final design.

Further, the study group recommends that the chair (or her designee) be appointed to serve on any subsequent committees that are charged with planning or implementing this recommendation.

Background and Introduction

Colchester, like many communities across Connecticut, is struggling to balance meeting the needs of seniors with other special populations during difficult fiscal times. Demographic trends suggest that Colchester's senior population, like most of Connecticut, will continue to grow as more residents join the 55 and older age cohort, reduce their involvement in the workforce, prepare for retirement and have more opportunity for leisure activities.

While an array of discussions and recommendations for the senior center had been evolving over the last decade, the Colchester Senior Center Study Group was established last year to assess how the town could best prepare to meet the changing needs of its growing senior population.

Motivated by a combination of factors, including the deteriorating condition of the existing senior center building and changes in senior center staffing and local leadership, the study group was formed in December, 2009.

Selectman Gregg Schuster met with the appointees to discuss the study committee charge and members were instructed to "think outside the box" when exploring options and were cautioned that funding should be an essential factor in their deliberations.

Theresa Hendricksen was elected the Chair and Norm Dupuis was elected Vice Chair. The study group agreed to move forward and gather information on Colchester's senior population and their needs. In meeting their charge, the members explored what other towns had done to address similar needs, examined the advantages and disadvantages of each senior center option, and analyzed funding considerations for each of those options.

Meeting almost monthly, the study group reviewed all relevant materials provided by the Board of Selectman, was briefed on previous discussions about the senior center, reviewed town-owned land parcels, explored a variety of funding mechanisms, made several site visits to regional senior centers, met with a range of content experts, toured the William J. Johnston School and analyzed various space needs assessments previously commissioned by the town.

The Board of Selectman charged the Senior Center Study Group with the following objectives:

- 1) Developing a recommendation on whether a new Senior Center should be a new stand alone center, a joint/multi-purpose center, and/or housed in existing facilities;***
- 2) Developing a recommendation on what populations the Senior Center should and/or could serve for all options; and***
- 3) Developing a recommendation on what services should and/or could be provided at the Senior Center for all options.***

Summary of Information Gathering

The study committee approached its charge in a thoughtful manner, choosing to gather the information they needed in a variety of ways and from several sources over the sixteen months that they met. The three primary methods of information gathering used by the study group included site visits, a written survey of community members, and presentations by content experts. The information itself was challenged, discussed, debated and synthesized by members at their regular meetings.

Site Visit Key Findings

Six site visits to area senior centers were scheduled between February and April, 2010 so that group members could see and experience services and facilities serving seniors in communities similar to Colchester. The members had an opportunity to visit three (3) stand alone senior centers, two (2) community centers that included separate dedicated space for seniors, and one (1) community center model with senior activities interwoven throughout the building. Seven members of the Senior Center Study Committee participated in the site visits that were conducted in Coventry, East Lyme, Glastonbury, Groton, Lebanon and Tolland.

Staff at each of the senior centers that were visited confirmed that the planning process for renovating or building a new facility took several years and that funding sources varied for the construction or renovation of the six centers visited. However, it should be noted that all centers receive town operating funds.

Some important facility requirements were identified during the site visits and were discussed by the study group for applicability in Colchester. These considerations included, but were not limited to:

- ensuring adequate storage and parking space;
- making the building accessible through automatic door openers with a design that does not increase a draft in the entryway or building;
- having a large open room for exercising and dance programs, making the space more versatile through installation of room dividers;
- maintaining private space for medical and counseling services; and
- ensuring an adequate kitchen size and design to meet the needs of the population and the scheduled activities.

In most of the centers visited, outdoor space is not widely used by seniors, and high ceilings presented both heating and cooling challenges as well as acoustical and budgetary issues. It was also noted that most centers have a computer lab on site. In East Lyme, for example, the senior center and the library are in the same building and share a variety of resources, including the computer lab. Counts of participant and program usage varied by town as do age, residency requirements, funding and policies for shared space.

These site visits left the study group members with the sense that Colchester's seniors were not receiving comparable services in comparable facilities to seniors living in similar communities. Yet, they served as a reminder of the many creative and flexible options to be considered in determining recommendations to best meet the needs of Colchester's seniors in the current fiscal climate.

The study group held one of its fall meetings at the William J. Johnston School. The agenda included a presentation by the Superintendent and a tour of the facility to review the planned renovation. The members discussed the benefits and challenges of recommending the inclusion of a new, dedicated space for seniors as a component within the re-design and renovation of the WJJ school building.

Community Survey Results

The study group developed and conducted a community survey to gather additional information, help them make the best recommendations possible and to test whether their thinking was consistent with the general public. The survey questions focused on the following key concepts:

- Does the community agree that the current center no longer meets the need of Colchester's seniors?
- Does a separate senior center, a community center model or a joint/multi-purpose model best meet Colchester's needs?
- Does the community have a preference for renovating/utilizing the current center site?
- Has the study group identified the right mix of "core" services?

The survey was open to all adults in the community with its release in November, 2010. Attention was given to creating a broad appeal with several options for participation to assure a credible survey return rate. As such, the survey was available electronically via Survey Monkey on the town website, handed out by volunteers at polling places, distributed through the public schools, and was available in hard copy for pick-up and drop-off at the library, town offices, and the senior center. The survey was also publicized in the local media to improve public awareness. A copy of the written survey appears in Appendix 2.

Highlights of the Survey Results:

- ***86% agree that the current Senior Center is inadequate.***
- ***68% think moving the Senior Center to a new location is the best option.***
- ***89% agree that core Senior Center services should include health and nutrition, recreation and leisure, education programs and social services.***
- ***A majority of respondents prefer a separate, dedicated space within a multi-purpose community center.***
- ***A majority of the respondents feel that Senior Center services should be available for residents 55 and older.***

The survey contained a brief introduction on the Senior Center Study Group and included the committee charge. Ten key questions were offered for reflection by the public, followed by a few simple demographic questions. The survey was designed to be anonymous unless respondents chose to self-identify. Residents with questions on the study committee or the survey were directed to the Senior Center Director.

The survey response rate exceeded expectations with 411 residents participating – 123 through Survey Monkey and 288 in the paper format. Of the nearly 400 responses analyzed, 79% were familiar or somewhat familiar with the services available through the senior center and more than a quarter (27%) reported having family members who used the center weekly in the last six months. Sixty-five per cent (65%) of the respondents were female with a significant majority (90%) age 40 or older. Over half of the respondents (52%) reported living in Colchester for more than 20 years.

Perspectives from Content Experts

As the need arose, content experts from the state and local level were called upon to provide their perspectives, data, information and additional resources to the study committee. Those who made presentations at study group meetings included Bruce Sheridan, from the Department of Economic Development who provided an overview of potential funding options available through the Small Cities Block Grant and STEAP (Small Town Economic Assistance Program); Maggie Cosgrove, Town CFO who educated the group on the town bonding process and relevant financial considerations, Adam Turner, Town Planner, who provided an overview of potential locations for a new senior center and members of the Bacon Academy Board of Trustees, who provided an overview of the current lease and further considerations for renovation or purchase of the existing senior center facility. The group also met with Ron Goldstein, BOE Chairman, Karen Loiselle, Superintendent of Schools and other officials from the Board of Education to learn more about the William J. Johnston project.

Recommendations and Considerations

Core Senior Center Services

Based on the results of the community survey and anecdotal observations, the group concluded that overall, the seniors who frequent the current senior center are pleased with the services they receive. Recognizing this, the following considerations should be met in any future senior center facility:

Special Considerations:

- The environment must be safe, welcoming and comfortable.
- The facility must provide both formal and informal opportunities for socialization.
- On-site programs should be supplemented with off-site and outdoor activities.
- Services should be expanded to help seniors access town, state and federal programs.

- Transportation services and adequate parking must be available.
- More specialized programming should be available for senior men and for senior couples.
- Space must adequately address service needs.

The list of core services generated by the study committee is aligned with their consensus decision to provide a range of education, leisure, health and nutrition services along with special events and support services. These programs and services are comparable to the range identified during senior center site visits in other communities and are consistent with the public sentiment expressed in the community survey. General considerations and examples follow.

Education Services:

- Provide a range of classes to promote life-long learning
- Offer technology classes

Leisure Services:

- Music
- Crafts
- Exercise Classes
- Cards and Games
- Day Trips

Health Services:

- Space to confidentially discuss individual medical concerns
- Specialized Health Clinics
- On-site medical services (i.e. blood pressure)

Nutrition Services:

- Meals (lunch)
- “Shared Bounty” Program

Support Services:

- Transportation
- Help with finding and applying for services

Special Events:

- “Volunteer Luncheon”
- Meeting Space
- Information Sessions

Senior Center Services

*Offer enhanced
programming in the
following core service
areas:*

- ***Education***
- ***Leisure***
- ***Health***
- ***Nutrition***
- ***Support Services***
- ***Special Events***

Senior Center Recommendations

The November 2010 study group meeting was dedicated to an intentional analysis of the three options identified in the charge. Group members were assigned to one of the three small groups and then asked to identify the strengths, weaknesses, opportunities and tensions of each option. The critical issues identified by the study group members during the SWOT analysis included the current economic situation created by the recession, the desire to maximize funding opportunities to offset costs to Colchester residents, the viability of a potential referendum vote and concerns about the timeframes and locations for building a new senior center facility. A more detailed summary of the SWOT Analysis appears in Appendix 1.

Special Considerations for the New Senior Center

- *Creating a safe, welcoming facility with services deserving of Colchester's Seniors*
- *Maximizing funding opportunities through grants, bonding and cost-sharing*
- *Concern regarding new construction vs. renovation timeframes*
- *The current fiscal climate, public support and future affordability*
- *Utilize the WJJ School Renovation project to create a dedicated space for the new senior center*

Given these key considerations, the study group voted at its March 2011 meeting to recommend the William J. Johnston Middle School as the best option available for a new senior center, providing the renovation plans address concerns about parking and traffic safety and the need for a dedicated space with a separate entrance.

Further, the study group recommends that the chair (or her designee) be appointed to serve on any subsequent committees that are charged with planning or implementing this recommendation.

Supporting Materials and Attachments

Appendix 1 - SWOT Analysis Summary

	<i>Joint/Multi Purpose Option</i>	<i>Stand Alone Option</i>	<i>Existing Facility Option</i>
<i>Strengths</i> – What are the advantages?	<ul style="list-style-type: none"> • Serves more of the population • Keeps services together • Can share gym, etc. • Already have a building (WJJS) • Integrates seniors with others in the community 	<ul style="list-style-type: none"> • Unique for seniors only • Dedicated resource • Perceived “value” of seniors in the community 	<ul style="list-style-type: none"> • Less construction needed so may generate more public support • Time element – already available to satisfy pressing needs • Larger facility than current space
<i>Weaknesses</i> – What are the disadvantages?	<ul style="list-style-type: none"> • Least support from seniors who already use the current center • Sharing facilities and time slots (competition) • Parking lot congestions w/ busses/kids/teens • Who would have primary/priority use of the facility 	<ul style="list-style-type: none"> • Funding • Cost – no shared resources 	<ul style="list-style-type: none"> • Present center limited by physical structure, ownership & condition • Work with restrictions – may be another facility not in the town center • Lack of public support • A suitable existing facility might not be available
<i>Opportunities</i> - What opportunities exist?	<ul style="list-style-type: none"> • Shared maintenance • Possible grant \$\$\$ available • Good bond rating in Colchester • Can take advantage of existing WJJS building 	<ul style="list-style-type: none"> • Aging population • Grants • Public support 	<ul style="list-style-type: none"> • Existing facility could be modified to house a new senior center @ reduced cost vs. new construction (WJJS) • Take advantage of federal and state funding/grant
<i>Tensions</i> – What are the political & financial tensions?	<ul style="list-style-type: none"> • Affordability • Defeated by referendum • Economic situation • Town may not understand needs of 1 group (seniors) compared to youth 	<ul style="list-style-type: none"> • Economic downturn • Amount of time to build a stand alone • Priority list relating to budget 	<ul style="list-style-type: none"> • New construction could get better funding • Lack of public support • For WJJS, failure of BoE to get funding and public support • No existing facility available to meet the present needs of seniors • Questionable status of federal and state

			funding/grant
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Appendix 2

Community Input Survey

The Board of Selectman appointed several town residents to serve on the Colchester Senior Center Study Group last December. The Study Group has been charged with:

- 1) Developing a recommendation on whether a new Senior Center should be a new stand alone center, a joint/multi- purpose center, and/or housed in existing facilities;
- 2) Developing a recommendation on what populations the Senior Center should and/or could serve for all options; and
- 3) Developing a recommendation on what services should and/or could be provided at the Senior Center for all options.

The Study Group has been meeting regularly to explore programming, service and facility options that best meet the needs of our senior citizens. The Study Group is currently seeking input from town residents through this survey and invites you to respond to the following questions.

Please circle the response that best represents your viewpoint:

1. How familiar are you with the services available through the Senior Center?

Not Familiar

Somewhat Familiar

Familiar

2. How often have you or a family member used the Senior Center or its services in the past six months?

Never

Weekly

Monthly

Please rate the following options being considered by the Study Group:

3. A new Senior Center is needed because the current facility is inadequate to meet the demand for services.

Agree

Somewhat Agree

Somewhat Disagree

Disagree

4. Renovating a facility for a new Senior Center is the best option for Colchester.

Agree

Somewhat Agree

Somewhat Disagree

Disagree

5. Moving the Senior Center to a new location is the best option for Colchester.

Agree

Somewhat Agree

Somewhat Disagree

Disagree

6. The Senior Center should provide a variety of:

Health & nutrition services

Agree

Somewhat Agree

Somewhat Disagree

Disagree

Recreational & leisure activities

Agree

Somewhat Agree

Somewhat Disagree

Disagree

Educational programs

Agree

Somewhat Agree

Somewhat Disagree

Disagree

Social services

Agree

Somewhat Agree

Somewhat Disagree

Disagree

Please circle your preference among the choices given.

7. Services at the Senior Center should be available for residents:

50 and older

55 and older

60 and older

8. Which of the options below do you prefer for the new Senior Center?

a) A separate, dedicated facility for the Senior Center

b) A separate, dedicated Senior Center within a multi-purpose community center

c) An integrated part of a multi-purpose community center

*Appendix 2: Colchester Senior Center Study Group Community Input Survey
Continued*

Please tell us about little about yourself:

9. Gender: Male Female

10. Age: 18-25 26-39 40 – 54 55- 69 70 or older

11. How long have you lived in Colchester?
 0-5 years 6-10 years 11-20 years more than 20 years

Additional comments:

Optional Information

Name: _____ Phone Number: _____

Thank you for your time. Please mail or drop off your survey at the Senior Center (95 Norwich Ave.) or use any of the drop boxes at the Library or Town Hall. Your input is needed by Monday, November 15th.

For questions or more information on the Senior Center Study Group call the Senior Center at 860-537-3911 or visit the town website.